South Dakota Test of Educational Progress

South Dakota English Language Proficiency (*DELP*)

South Dakota Test of Educational Progress Alternate Assessment (*DSTEP-A*)

South Dakota Test of Educational Progress (*DSTEP*)

South Dakota

2008
Test Coordinator Handbook

District Test Coordinator

Name: ____________________

Phone: ____________________

Cell: ____________________

E-mail: ____________________

Test Security: All *South Dakota State Test of Educational Progress* (*DSTEP*), *Dakota English Language Proficiency* (*DELP*) and *South Dakota State Test of Educational Progress Alternate Assessments* (*DSTEP-A*) testing materials are confidential and must not be reviewed except to the extent necessary for test administration. Proctors must ensure the confidentiality of the testing materials under their control and take no actions that review, record, or release the content of the tests.

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Important Dates

Key dates for the Spring 2008 administrations are listed below:

DELP

SDDOE submits SIMS Pre-ID file to Harcourt	December 7, 2007
SDDOE and Harcourt conduct pre-test workshops	January 14–17, 2008
Delivery of test materials to districts	January 14–18, 2008
Additional order material via Harcourt Spectrum	January 21–25, 2008
Test administration window	February 4–22, 2008
Scorable materials picked up at districts	February 27, 2008
Scorable materials arrive at Harcourt	February 29, 2008
Score reports arrive in district	May 15, 2008

DSTEP-A

SDDOE submits SIMS Student Data file to Harcourt	December 7, 2007
SDDOE and Harcourt conduct pre-test workshops	January 14–17, 2008
Delivery of test materials to districts	January 14–18, 2008
Additional order material via Harcourt Spectrum	January 21–25, 2008
Test administration window	February 4–March 14, 2008
Scorable materials picked up at districts	March 19, 2008
Scorable materials arrive at AccuData	March 21, 2008
Score reports arrive in district	May 15, 2008

DSTEP

Rapid City/Sioux Falls/Yankton/Watertown/Brandon Valley submits Pre-ID file to Harcourt	January 21, 2008
SDDOE submits SIMS Pre-ID file to Harcourt	January 21–25, 2008
SDDOE and Harcourt conduct pre-test workshops	February 11–15, 2008
Delivery of test materials to Rapid City/Sioux Falls/Yankton/Watertown/Brandon Valley	March 3, 2008
Delivery of test materials to districts	March 5–11, 2008
Additional order material via Harcourt Spectrum	March 12–21, 2008
Test administration window	March 31–April 18, 2008
Scorable materials picked up at districts	April 23, 2008
Scorable materials arrive at Harcourt	April 25, 2008
Preliminary file to SDDOE	June 6, 2008
SDDOE returns clean data file to Harcourt	July 21, 2008
SDDOE sends data file to eMetric	July 21, 2008

Alerts

Participation in the *Dakota English Language Proficiency (DELP)* Test

All students who are identified as limited English proficient (LEP) must be assessed within 30 days of the beginning of school or within 20 days of a midterm enrollment utilizing the *Language Assessment Scale* (LAS) test or the *IDEA Proficiency Test* (IPT). **The *Dakota English Language Proficiency (DELP*) assessment must be administered each spring to all students in grades K–12 identified as LEP.**

Participation in the *DSTEP Alternate Assessment (DSTEP-A)*

Students with the most significant cognitive disabilities who receive scores of "Applying" or "Advancing" based on alternate academic content standards may be included in AYP calculations but may not exceed 1% of the total student population.

South Dakota Significant Cognitive Disability Eligibility Criteria

1. The student has an active IEP with annual goals and short-term objectives/benchmarks which focus on the alternate content standards; and
2. The student's cognitive abilities are 2.0 standard deviations or more below the mean (inclusive of the standard error of measurement); and
3. The student primarily requires direct and extensive instruction to acquire, maintain, generalize, and transfer skills done in naturally occurring settings of the student's life (e.g. school, community, home, vocational/career, and recreation and leisure).

Decisions about whether a student participates in the *DSTEP* assessment under standardized testing conditions or participates with standard accommodations must be made on an individual basis by the student's IEP or Section 504 team. If it is determined that a student with a disability cannot participate in the *DSTEP* assessment with standard accommodations, the student must be assessed utilizing the *DSTEP-A* (alternate assessment). Documentation of meeting the criteria for significant cognitive disability must be maintained in the student's file, and the use of the alternate assessment (*DSTEP-A*) must be written into the IEP after such determination by the IEP team.

Participation in the *South Dakota Test of Educational Progress (DSTEP)*

Private and alternative-site schools classified as accredited or approved by the South Dakota Department of Education are to administer the *South Dakota Test of Educational Progress* (*DSTEP)* assessment. Students who are state-placed or district-placed must be included in the State of South Dakota's Accountability Plan for *No Child Left Behind*. **All** students are required to be accounted for and included in local districts as appropriate. The cost of testing is covered by the State of South Dakota and a list of private and alternative-site schools is available.

The Bureau of Indian Affairs (BIA) schools will participate in the *DSTEP* assessment as required by the BIA. BIA schools are expected to follow the same guidelines as public schools, including keeping tests secure and returning test materials on time.

Home School and other Non-accredited Alternative Instruction Programs (13-27-3) are required to test grades 2, 4, 8, and 11. The *Stanford Achievement Test Abbreviated Battery, Form D* test materials will be provided by the state and must be ordered through local school districts. *DSTEP* assessment materials are **NOT** to be used for Home School and other Non-accredited Alternative Instruction Programs.

For Assistance

Before you begin preparations for testing, please read this manual carefully so that you are familiar with the tasks to be performed. Use the resources listed below if you have additional questions or concerns.

Test Coordinator Resources

1. Consult the SDDOE website at http://doe.sd.gov/
2. Contact the District Test Coordinator.
   *The District Test Coordinator will contact the SDDOE for any unanswered questions.

District Test Coordinator Resources

1. Consult the SDDOE website at http://doe.sd.gov/
2. Review the SDDOE Bullets administration
3. SDDOE Assessment Office (For Policy, Student Enrollment, Accommodations, or Reports issues)
   Gay Pickner—Director of Assessment
   Office number: 605-773-3247
   Cell phone: 605-280-3613
   Fax number: 605-773-3782
   Email address: gay.pickner@state.sd.us
4. SDDOE Special Education Office (For IEP, *DSTEP-A*, or Special Populations Policy issues)
   Linda Turner—Education Program Specialist
   Office number: 605-773-6119
   Fax number: 605-773-3782
   Email address: linda.turner@state.sd.us
5. SDDOE Special Education Office (For IEP, accommodation, Large print and Braille or Special Populations Policy issues)
   Beth Gordon-Education Program Specialist
   Office number: 605-773-4698
   Fax number: 605-773-3782
   Email address: elizabeth.gordon@state.sd.us
6. SDDOE Data Office (For Student Records, AYP, or Updating Data issues)
   Shannon Brenner-Malone—Management Analysis
   Office number: 605-773-2539
   Fax number: 605-773-3782
   Email address: shannon.malone@state.sd.us
7. SDDOE Assessment Office (For English Language Proficiency, *DELP* Testing, or ELL Policy issues)
   Sara Waring—Education Program Specialist
   Office number: 605-280-7286
   Fax number: 605-773-3782
   Email address: sara.waring@state.sd.us
8. Harcourt Assessment, Inc. (For Spectrum, Packaging, Returning Materials, Tracking Materials issues)
   Phone number: 800-763-2306
   Fax number: 800-634-0424
   Email address: customersupportcenter@harcourt.com

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Part 1 Overview

Purpose of this Manual

This *Test Coordinator Handbook* (TCH) is intended to assist in the administrations of the *South Dakota Test of Educational Progress*, including the *DELP*, *DSTEP-A*, and *DSTEP*. This manual provides District and School Test Coordinators with information on the coding, logistical, and paper-handling requirements at the district and school levels. Specific instructions for the administration of the tests are contained in the *Directions for Administering* (DFA).

This manual outlines responsibilities of District Test Coordinators and Proctors for:

- Receiving and distributing test materials
- Administering the test
- Collecting, packaging, and returning all test materials to Harcourt's Scoring Center

Annual Tests

The *Dakota English Proficiency Test (DELP)* is an annual measure of progress in English Language Proficiency (ELP), with questions in each of the four language domains—listening, speaking, reading, and writing. It is administered annually in February to all students identified as limited English proficient (LEP). All students receiving supplemental LEP services must be tested with the *DELP* annually. Students are expected to complete all sections of the test. Students with very limited English language skills who are unable to respond to any test questions must still be tested on all items in all four subtests.

The *South Dakota Test of Educational Progress Alternate Assessment (DSTEP-A)* is an annual administration for students with significant cognitive disabilities. Each student in this category has an active IEP with annual goals and short-term objectives/benchmarks that focus on the alternate content standards, cognitive abilities that are 2.0 standard deviations or more below the mean (inclusive of the standard error of measurement), and primarily requires direct and extensive instruction to acquire, maintain, generalize, and transfer skills done in naturally occurring settings of the student's life.

The *South Dakota State Test of Educational Progress (DSTEP)* is the assessment system for accountability used to measure student proficiency and adequate yearly progress in South Dakota schools. The South Dakota Department of Education (SDDOE) requires the annual administration of the *DSTEP* to **ALL** students in grades 3 through 8 and 11. According to the *No Child Left Behind Act of 2001* (NCLB) and SDCL 13-3-55, schools are required to show improvement each year in student proficiency levels defined by the South Dakota Content Standards in reading and mathematics for grades 3–8 and 11, and in science for grades 5, 8, and 11.

Part 2 Policy and Procedures

Test Security

It is important to follow all security measures before, during, and after each administration to ensure the integrity and validity of the assessment. All assessment materials must be kept in a secure location except when being utilized by students. Proctors are asked to report any questions/concerns regarding test security to the district's testing coordinator. The Test Coordinator should report any incident to the SDDOE utilizing the *Report of Test Irregularity* form available on page 69 of this handbook and on the SDDOE website at http://doe.sd.gov/octa/assessment/dakSTEP/docs/TestIrregularityForm(2.6.06).doc.

Test coordinators are to maintain an accurate record of assessment materials distributed to each proctor. Emphasize the importance of maintaining test security throughout the administration. Test security agreement/affidavits must have the appropriate areas filled out prior to testing. Upon completion of testing, complete the form, make a copy for the district files, and send the original to the SDDOE. By signing these documents, proctors and testing coordinators agree to exercise necessary precautions and follow established procedures that will help ensure the security of the content of all assessment materials. Upon completion of testing, all test materials are to be collected and returned as directed by the state's assessment vendor. SDDOE staff will make announced test site visits to districts in the state to monitor security of the different administrations.

Duties and Responsibilities

The District Test Coordinator is responsible for the following:

- Developing and implementing a district test materials handling plan to ensure that all test materials used in this assessment will not be compromised before, during, or after the test administration.
- Ensuring that all materials are kept in a **secure and limited-access location** at all times, whether the materials are at the district administrative office, another secure facility, or at the schools. The testing materials must be transferred to and from schools so that the time they remain there is minimal.
- Planning and implementing training for test coordinators, school administrators, test proctors, and other staff members who may be involved in the testing process.
- Identifying and training proctors and backup personnel.
- Following appropriate procedures for counting, distributing, collecting, and returning test materials.
- Maintaining security of test data files at all times.
- Investigating any lapse in security, loss of materials, or other testing irregularities and implementing a corrective action plan to prevent future irregularities.
- During the test, plan for, ensure the appropriate use of, and follow appropriate procedures for students with disabilities, 504 and/or limited English proficiency as documented on their individual education plan.

Pre-Identification Labels for Student Identification

The pre-identification (Pre-ID) process helps ensure that test scores are attributed to the correct student. Prior to each administration SDDOE will provide a student data file to Harcourt for Pre-ID labels to be printed. It is very important that the information contained in SIMS/Infinite Campus is current and accurate. During the scoring process the Pre-ID labels are scanned and become the resource for reporting student scores. Furthermore, after scoring is completed Harcourt supplies SDDOE a preliminary data file to ensure that the demographics contained in the score file matches the state database. The information in the state database is considered final.

Students Who Move Out of District or Are New Enrollments

If you have a Pre-ID label for a student who has moved out of the district, you should destroy the label. In addition, if a student arrives from another district and the district has supplied you with a Pre-ID label, you will need to destroy the label. The information contained within the label identifies the student with a particular district. If the incorrect label is used, the student will be reported to the prior school/district. The student and teacher will need to complete the demographic page of the test booklet or answer document. If a label is applied to any document, the information on the label overrides anything that is bubbled on the demographic page.

Assure Wider Access Not Advantage

The goal of the South Dakota Test of Educational Progress is to assure **every student** has the opportunity to access the test without providing a special advantage. The decision to test should be made on an individual basis, and these alterations in procedures must not be used for the first time on state tests.

Testing Environment

- Provide a student additional breaks during a testing session.
- Allow a student to use preferential seating, study carrel, or other school environment.
- Assess a student individually or in a small group.
- Provide special lighting, auditory, or furniture supports.

Directions

- Reread assessment directions verbatim once.
- Provide an environment in which a student can read the directions aloud.
- Provide a student with a strip of heavy paper to assist in tracking.
- Direct a student to underline or mark assessment directions with a No. 2 pencil.
- Record test directions for a student.

Assistance

- Provide assistance in turning pages, handling booklets, etc.
- Provide the student with a No. 2 pencil adapted in size or grip.
- Schedule assessment at a time of day best suited for the student.
- Schedule assessment across the entire window.

In addition to these procedures for wider access available to all students, several individualized accommodations may be used for students with disabilities.

Further information regarding accommodations is located within each test administration chapter within this manual.

Part 3 Participation

DELP

Students who are identified as LEP must be assessed within 30 days of the beginning of school or within 20 days of a midterm enrollment utilizing the *Language Assessment Scale (LAS)* test or the *IDEA Proficiency Test (IPT)*. The *DELP* assessment must be administered each spring to all students in grades K–12 identified as LEP.

DSTEP-A

On December 9, 2003, revised regulations providing new flexibility for calculation of adequate yearly progress (AYP) under NCLB were published. These regulations allow for states to determine the definition of "students with significant cognitive disabilities." Caution is given to IEP teams to absolutely avoid over-representation of those students deemed "significantly cognitively disabled." Students with the most significant cognitive disabilities who receive scores of "Applying" or "Advancing" based on alternate academic content standards may be included in AYP calculations but may not exceed 1% of **all** the students assessed.

DSTEP

The *DSTEP* is the assessment system for accountability used to measure student proficiency and adequate yearly progress in South Dakota schools. The SDDOE requires the annual administration of the *DSTEP* to **ALL** students in grades 3 through 8 and 11. According to NCLB and SDCL 13-3-55, schools are required to show improvement each year in student proficiency levels defined by the South Dakota Content Standards in reading, mathematics, and science.

Further clarifications of requirement for participation can be found in the chapters that relate to each of the test administrations.

Part 4 Testing Schedules

Suggested Testing Schedules

Approximate testing times are provided for planning purposes only. Take into consideration that each of the following tests are a series of untimed sessions and students should be provided with as much time as they need to complete each subtest. It is strongly recommended that each content area of the assessment be administered on different days with stretch breaks between test sessions as noted in the DFA and students' test materials.

DELP

Primary Level

Session	Test Booklet	Subtest	Approximate Testing Time
Session 1	*SELP*	*Listening* multiple-choice	20 minutes
Session 2	*SELP*	*Writing Conventions* multiple-choice	20 minutes
Session 3	*SELP*	*Reading* multiple-choice	20 minutes
Session 4	*SELP*	*Writing* open-response	15 minutes
Session 5	*SELP*	*Speaking* open-response	15 minutes

Elementary, Middle, and High School Levels

Session	Test Booklet	Subtest	Approximate Testing Time
Session 1	*SELP* (All levels)	*Listening* multiple-choice	20 minutes
Session 2	*SELP* (All levels)	*Writing Conventions* multiple-choice	20–25 minutes
Session 3	*SELP* (All levels)	*Reading* multiple-choice	20–25 minutes
Session 4	*DELP* (Elementary, Middle, and High School levels)	*Listening* multiple-choice (mathematics)	10 minutes
Session 5	*DELP* (Elementary, Middle, and High School levels)	*Reading* multiple-choice (mathematics)	10 minutes
Session 6	*SELP* (All levels)	*Writing* open-response	15 minutes
Session 7	*SELP* (All levels)	*Speaking* open-response	15 minutes

DSTEP-A

Due to the nature of this test for students with cognitive disabilities, there are no projected testing timelines established.

DSTEP

	Grade 3	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 11**
Reading	**2.25 hours**	**2.25 hours**	**2.25 hours**	**2.25 hours**	**2.25 hours**	**2.25 hours**	**2.0 hours**
First Session	45 min.	45 min.	45 min.	45 min.	45 min.	45 min.	60 min.
Second Session	45 min.	45 min.	45 min.	45 min.	45 min.	45 min.	60 min.
Third Session	45 min.	45 min.	45 min.	45 min.	45 min.	45 min.	N/A
Mathematics	**2.25 hours**	**2.25 hours**	**2.25 hours**	**2.25 hours**	**2.25 hours**	**2.25 hours**	**2.25 hours**
First Session	45 min.	45 min.	45 min.	45 min.	45 min.	45 min.	45 min.
Second Session	45 min.	45 min.	45 min.	45 min.	45 min.	45 min.	45 min.
Third Session	45 min.	45 min.	45 min.	45 min.	45 min.	45 min.	45 min.
Science	N/A	N/A	**2.25 hours**	N/A	N/A	**2.25 hours**	**2.25 hours**
First Session	N/A	N/A	45 min.	N/A	N/A	45 min.	45 min.
Second Session	N/A	N/A	45 min.	N/A	N/A	45 min.	45 min.
Third Session	N/A	N/A	45 min.	N/A	N/A	45 min.	45 min.
Total Testing Time	**4.5 hours**	**4.5 hours**	**6.75 hours**	**4.5 hours**	**4.5 hours**	**6.75 hours**	**6.5 hours**

Part 5 Before Testing

Communication with District and School Staff

District Test Coordinators should communicate testing dates and special needs to all departments in their school districts. Testing may have a direct impact on transportation, office managers/registrars, food service, special programs, and/or custodial and maintenance staff.

Additionally, testing schedules need to be communicated with staff responsible for scheduling music, drama, academic competitions, athletic, and other events in order to preclude conflicts.

Communication with Parents and Students

Schools should communicate information to students and parents about the administration of the South Dakota tests and how the results will be used. The communication should describe:

- The purpose of the tests
- When the tests will be administered
- What the tests will be like
- How the results will be used
- How student, school, and district results will be reported
- The use of accommodations for individual students

Test Preparation

The educational community is sometimes uncertain as to what practices legitimately contribute to the “opportunity to learn,” as opposed to the narrower concept of “teaching to the test.” The former is a positive endeavor meant to help students learn the desired skills and competencies, whereas the latter activity is a negative approach that would provide students instruction only on items that are mirror images or clones of the items on the test.

A test is designed to generate a score from which the user wishes to draw an inference. The score itself carries the idea of “validity” in that the user can make either valid or invalid inferences about the student from the score. Typically, test results are used by a parent or educator to determine how well the student is performing, for example, in a domain of interest such as mathematics computation. Test questions are written to sample the domain of interest that would, of course, vary from test to test.

If the student is provided instruction in reading and earns a high score, one infers that he/she could do well on another test of items from the same domain. If, on the other hand, the student had only been given instruction on the style of items on that particular test, the inference would be limited to the student’s ability to perform again on that very instrument with the same style of items.

If the student cannot handle or does not understand the test format or other materials associated with the administration, it is likely that the results will not reflect the student's true level of proficiency. It is desirable for students to be given a certain amount of practice so they will be familiar with the format of the test questions on the tests. Students need to be given practice with a multiple-choice format in regular instructional activities. Such test preparation activities should be viewed as being a continual process, not something that is only done immediately prior to testing.

Identifying Proctors

All tests must be administered by a proctor. A proctor is a trained staff member (e.g., teachers, paraprofessionals) of a school district under the general supervision of a certified employee. Student teachers and interns have a contractual relationship with the school district—even though they are not paid employees—and may assist as proctors in the administration of the tests.

Training Proctors

The District Test Coordinator is responsible for training proctors before the test administration. PowerPoint® presentations will be available online after the pre-test workshops are completed to assist with this training:

Topics for the proctor training session should include the following:

- Maintaining test security throughout the administration
- Receiving and handling test materials
- Arranging for appropriate accommodations as necessary
- Administering the tests
- Handling of Pre-ID labels and ensuring the labels are placed correctly on the scorable documents
- Coding student information on the test booklets without Pre-ID labels
- Documenting student absences and accommodations
- Completing the Scoring Services Identification (SSID) Sheet
- Preparing all booklets for return
- Invalidating a section(s) of a test
- Identifying all unused pre-identified booklets
- Clarifying new or changed procedures
- Reporting a perceived error on a test

Training Administrators

Administrators must additionally plan for:

- Ensuring that all data in the Student Information System is current and accurate
- Keeping parents informed about the testing and the importance of children's attendance
- Communicating testing schedule with parents
- Communicating the testing schedule and special needs to support staff
- Monitoring classrooms and hallways during testing

Ensuring Test Security

There are four fundamental dimensions to the security issue. First, the tests must be maintained in a secure manner and not revealed to students or proctors prior to testing. To do otherwise would give some students an unfair advantage over those who had not seen the questions. Moreover, the test would no longer be examining students' achievement but would merely assess recall of answers to the specific questions that are on the test.

Second, the students must not be given inappropriate assistance during the time they are taking the test (e.g., visual or audible clues that lead the students to the correct answer, materials on the walls or blackboards that assist students in finding correct answers, or explanations that lead the student to the correct answer) or have their answers changed after the test has been administered. In either case, the test would no longer be an accurate measure of the students' skills.

Third, the test has to be maintained in a secure manner before and after administration because items are reused over time. Thus, it would create an unfair advantage if some students had access to the "old items" because some of those items could reappear on future forms of the test.

Finally, a more subtle issue is that teachers are not permitted to study, read, inspect, or copy the test before, during, or after it has been administered. Again, this would give an unfair advantage to certain teachers and students when the test is next administered.

Receipt of Materials

Upon receipt of the district's or school's testing materials, check the quantities against the Packing List that was sent with the materials. The Packing List is located in the first box of your district or school boxes (Box 1). The Packing List indicates all materials included in your shipment. The district is responsible for the return of all materials received, used or unused. This TCH is the only material that should be recycled or kept for future reference.

You must have sufficient materials for all schools in your district. It is imperative that you verify your district's or school's materials immediately upon receipt so that you can obtain the correct quantity of materials prior to testing. If your district or school does not receive the necessary quantities of materials for administering the assessments, the District Test Coordinator should immediately place an additional order using the Spectrum website at http://spectrum.harcourt.com.

Before the first test session, verify the materials received for each school. It is vitally important that all booklets are kept in a secure, locked, limited-access storage area until they are distributed to the proctors.

It is the Test Coordinator's responsibility to ensure that the security of all test booklets is adequately maintained prior to, during, and after the test administration. You should instruct the proctors to contact you if they have questions about establishing a secure environment in their schools for the test materials.

Distribution of Materials

Test Coordinators are responsible for ensuring that each site has the appropriate materials prior to the start of each testing session. Test booklets should be distributed immediately prior to the beginning of each session and should be returned to locked storage at the completion of testing.

Preparing Materials

Adhesive Pre-ID labels will be provided for **all** students that are in the SIMS database. The information will be pulled from SIMS/Infinite Campus by **November 20, 2007** for the *DELP* test administration and by **January 25, 2008** for the *DSTEP* test administration. These labels must be applied by the administrator to the demographic page of each response booklet prior to testing. Information for the *DSTEP-A* student labels will be collected by **November 30, 2007**. For students without Pre-ID labels, the demographic page must be completed according to the instructions located in the test-specific section of this manual.

Ensuring a Proper Testing Environment

Test administration should be conducted in rooms that do not crowd students. Adequate lighting, ventilation, freedom from noise and interruptions, comfortable seats and smooth, hard writing surfaces are important factors to consider when selecting a test site. The writing surfaces should be large enough to accommodate a test booklet and a response booklet, and students should be seated in such a way that they will not be tempted to look at the answers of others. To prevent confusion, seating arrangements should be completed prior to test administration.

Part 6 *DELP*

Activities Before Administration

Assessment Materials Provided

The augmented items of the *DELP* assessment will be provided in a supplemental student test booklet to be administered with the *Stanford English Language Proficiency* (*SELP*) assessment to students in the Elementary, Middle, and High School levels. The *SELP* assessment for the Primary level (K–2) has not been augmented or modified. All references throughout the TCH to the *DELP* administration are inclusive of the Primary *SELP* assessment as well. The following assessment materials are provided by Harcourt Assessment:

- Level-specific *SELP* student test booklets (i.e., Primary, Elementary, Middle, or High School)
- Level-specific *DELP* supplemental student test booklets (i.e., Elementary, Middle, or High School)
- Primary level *SELP* DFA
- Level-specific *DELP* DFA (i.e., Elementary, Middle, and High School)
- Level-specific *DELP* student response booklets (i.e., Elementary, Middle, or High School)
- *Test Coordinator's Kit*, including:
  - Pre-ID labels (may arrive in a separate shipment)
  - Paper bands for securing response booklets
  - Scoring Service Identification (SSID) sheets
  - Master File Sheets
  - UPS shipping labels
  - ORANGE peel-and-stick return labels for SCORABLE materials
  - GREEN peel-and-stick return labels for NON-SCORABLE materials

Receiving and Inventorying Assessment Materials

Verify the contents of the *DELP* assessment materials shipment against the quantities indicated on the packing list, and determine if there are sufficient assessment materials for each proctor and student. A 10% overage is included in all test material shipments.

If there is a discrepancy on the packing list and the quantities received, contact the **Harcourt Customer Support Center** at 1-800-763-2306 or customersupportcenter@harcourt.com. If additional materials are needed, access the Harcourt Spectrum website at www.spectrum.harcourt.com.

Separate the DFA for use in your proctor training sessions. Organize the remaining assessment materials by proctor group to facilitate distribution prior to administration. Retain the shipping cartons for use when returning materials to Harcourt Assessment.

Ensure the Security of Assessment Materials

It is important to follow all security measures before, during, and after each administration to ensure the integrity and validity of the assessment. All assessment materials must be kept in a secure location except when being utilized by students. Proctors are asked to report any questions or concerns regarding test security to you. As test coordinator, you should report any incident to the SDDOE utilizing the *Report of Test Irregularity* form available on page 69 of this handbook and on the SDDOE website at http://doe.sd.gov/octa/assessment/dakSTEP/docs/TestIrregularityForm(2.6.06).doc.

Test Security Agreements/Affidavits must have the appropriate areas filled out prior to testing. Upon completion of testing, complete the form, make a copy for the district files, and send the original to the SDDOE. By signing these documents, you are agreeing to exercise necessary precautions and to follow established procedures that will ensure the security of the content of all assessment materials.

Before the administration of the *DELP* assessment:

1. **Fill in the title of the *DELP* assessment on the *Test Security Agreement/Affidavit*.**
2. **Review and sign the *Test Security Agreement/Affidavit* for test coordinators.**
3. **Copy and disseminate the *Test Security Agreement/Affidavit* to all proctors and collect the signed documents prior to distributing assessment materials.**
4. **Send the original *Test Security Agreements/Affidavits* to**:

   Gay Pickner
   c/o South Dakota Department of Education
   700 Governors Drive
   Pierre, SD 57501

5. **Retain a copy of the *Test Security Agreement/Affidavit* for your records.**

Schedule Assessment Dates and Times

Work with test coordinators and proctors to schedule *DELP* assessment sessions for your school/district within the statewide administration period of **February 4–22, 2008** (which includes any make-up sessions). The last date you can schedule your pick-up for returns of material is **February 27, 2008**. Your schedule must allow time for the assembly and shipment of all scorable response booklets to arrive at Harcourt Assessment **NO LATER THAN February 29, 2008**. Work with test coordinators and/or proctors in each school to schedule administration dates and times.

It is recommended that the *DELP* be administered in multiple test sessions scheduled over several days with no single session exceeding seventy-five minutes in length, including preparation time. If two or more subtests are administered consecutively, students should be given a ten minute stretch break between subtests.

Provide Training for Proctors

It is your responsibility to provide training for your school's proctors (and school/building test coordinators) to ensure the successful administration of the *DELP*. This training should include information provided by the South Dakota Department of Education and Harcourt Assessment, this section of the TCH, and the proctor's *DELP* DFA.

Familiarize yourself with this section of the TCH as well as the *DELP* DFA prior to your training session(s). Proctors should review the DFA prior to testing. You may want to collect the DFA after training and then redistribute them prior to testing to ensure that all proctors receive a copy for the administration.

Primary Level

Ensure that proctors administering the Primary level of the assessment understand that NO CHANGES have been made to the existing *SELP* assessment.

For the administration of the *SELP* assessment at the Primary level, it is recommended that proctors administer the subtests in the following order. Specific instructions are provided within the *SELP* DFA.

Session	Test Booklet	Subtest	Approximate Testing Time
Session 1	*SELP*	*Listening* multiple-choice	20 minutes
Session 2	*SELP*	*Writing Conventions* multiple-choice	20 minutes
Session 3	*SELP*	*Reading* multiple-choice	20 minutes
Session 4	*SELP*	*Writing* open-response	15 minutes
Session 5	*SELP*	*Speaking** open-response	15 minutes

* The *SELP Speaking* subtest is an individually administered verbal-response assessment. Proctors should carefully review the directions for administering and scoring the *SELP Speaking* subtest, as well as the *SELP* student test booklet and response booklet prior to administering this subtest.

Elementary, Middle, and High School Levels

Ensure that proctors administering the Elementary, Middle, and High School levels of the *DELP* assessment understand that students will utilize TWO test booklets and record their responses in ONE response booklet.

For the administration of the *DELP* assessment at the Elementary, Middle, and High School levels, it is recommended that proctors administer the subtests in the order shown in the table below. The *DELP* DFA provide proctors with the following grade-specific information:

- Assessment materials required for proctors and students
- Level-specific, approximate testing times for planning purposes
- Instructions for completing student demographic information prior to administration
- Instructions for organizing, inspecting, and returning assessment materials

Session	**Test Booklet**	**Subtest**	**Approximate Testing Time**
Session 1	*SELP* (All levels)	*Listening* multiple-choice	20 minutes
Session 2	*SELP* (All levels)	*Writing Conventions* multiple-choice	20–25 minutes
Session 3	*SELP* (All levels)	*Reading* multiple-choice	20–25 minutes
Session 4	*DELP* (Elementary, Middle, and High School levels)	*Listening* multiple-choice (mathematics)	10 minutes
Session 5	*DELP* (Elementary, Middle, and High School levels)	*Reading* multiple-choice (mathematics)	10 minutes
Session 6	*SELP* (All levels)	*Writing* open-response	15 minutes
Session 7	*SELP* (All levels)	*Speaking** open-response	15 minutes

* The *SELP Speaking* subtest is an individually administered verbal-response assessment. Proctors should carefully review the directions for administering and scoring the *SELP Speaking* subtest, as well as the *SELP* student test booklet and response booklet prior to administering this subtest.

Student Identification Information

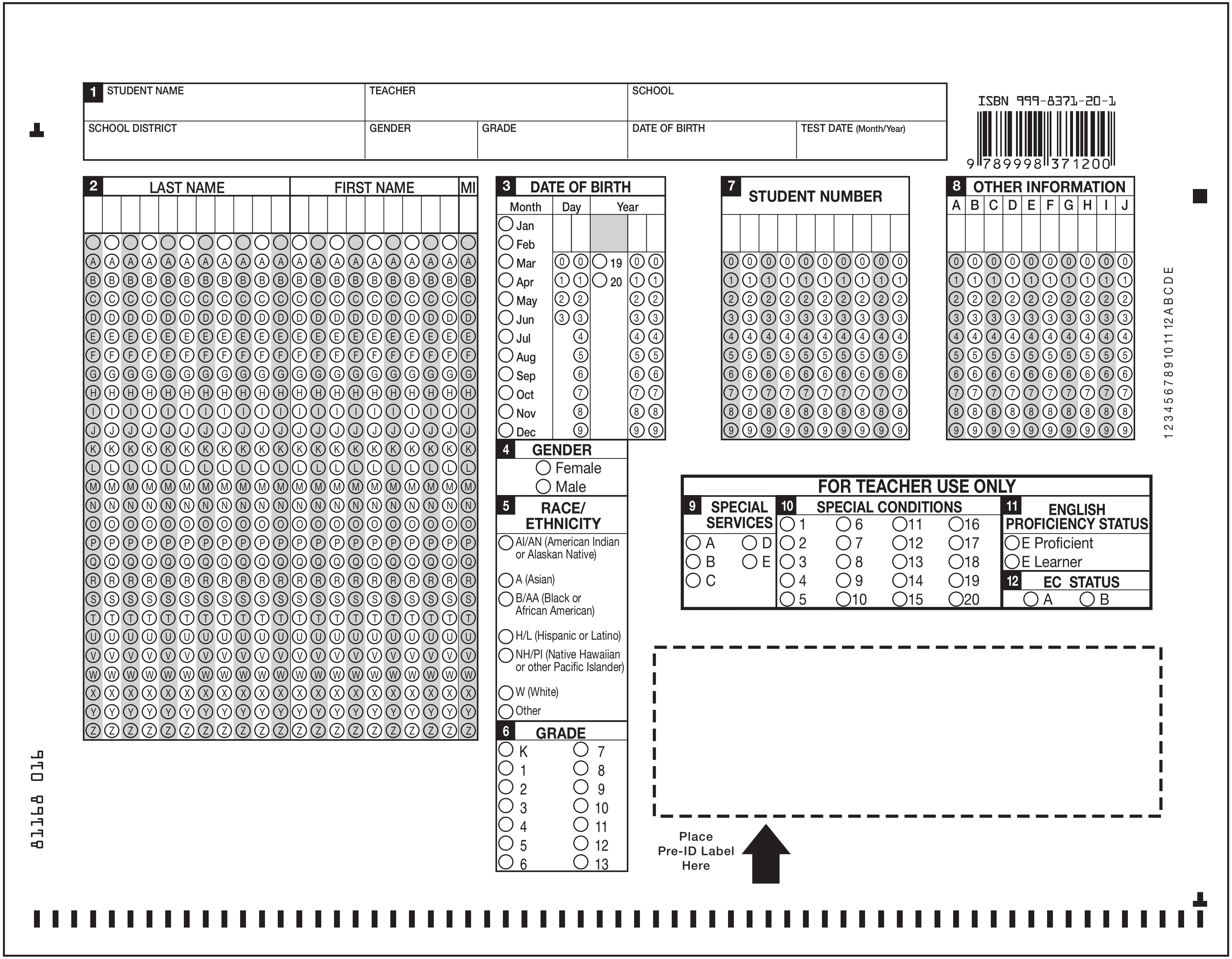
Proctors are to complete student identification information prior to the administration of the *DELP* assessment. The following instructions are provided in the *DELP* DFA (Elementary, Middle, and High School levels).

When Pre-ID labels are provided and all information is correct, place each Pre-ID label within the designated area of the demographic page. Corrections to preprinted information on the label are **not** permissible. Information on the Pre-ID label will override any handwritten information completed. Proctors are to enter the information in boxes 8–17 of the demographic page according to the following instructions.

When information on the label is incorrect, placed incorrectly on the response booklet, or is not provided, student information must be completed by hand following the instructions within the *DSTEP* DFA. If a label is incorrectly applied to an response booklet, please **do not** use that response booklet. Grid the correct information on a new, unused response booklet. The incorrectly labeled response booklet should be returned with non-scorable test materials with a note stating "DO NOT SCORE" attached to it.

1. In box 1, print the student's last name, first name, and middle initial. On the other lines, fill in the rest of the information called for—name of teacher, school, school district, gender, grade, student's date of birth, and the test date (month and year).
2. In box 2, print the student's last name, first name, and middle initial. If the name does not fit, write as many letters of it as there are boxes. Beneath each box in which a letter is written, fill in the circle that has the same letter. For each box that is left empty, fill in the empty circle at the top of the column.
3. In box 3, fill in the student's date of birth. Fill in the appropriate circle for the month and write in the day and year. Code the day as a two-digit number (e.g., 05). Fill in the circle for the first two digits of the year and write in the last two digits. Fill in the appropriate circles.
4. In box 4, mark the student's gender, "Female" or "Male."
5. In box 5, complete the "Race/Ethnicity" of the student. Grid the group with which the student closely identifies.
6. In box 6, mark the student's grade level.
7. In box 7, print the student's nine-digit SIMS student identification number, left-justified, and fill in the circles below the corresponding boxes.
8. Leave box 8 blank (not used for the *DELP* administration).
9. Leave box 9 blank (not used for the *DELP* administration).
10. Leave box 10 blank (not used for the *DELP* administration).
11. Leave box 11 blank (not used for the *DELP* administration).
12. Leave box 12 blank (not used for the *DELP* administration).

DELP Response Booklet (back cover/demographic page)



1 STUDENT NAME		TEACHER	SCHOOL	
SCHOOL DISTRICT	GENDER	GRADE	DATE OF BIRTH	TEST DATE (Month/Year)

ISBN 999-8371-20-1

9 789998 371200

2 LAST NAME | **FIRST NAME** | **MI**

○ A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

3 DATE OF BIRTH

Month	Day		Year		
○ Jan					
○ Feb					
○ Mar	0	0	○ 19	0	0
○ Apr	1	1	○ 20	1	1
○ May	2	2		2	2
○ Jun	3	3		3	3
○ Jul		4		4	4
○ Aug		5		5	5
○ Sep		6		6	6
○ Oct		7		7	7
○ Nov		8		8	8
○ Dec		9		9	9

7 STUDENT NUMBER

0 1 2 3 4 5 6 7 8 9

8 OTHER INFORMATION

A B C D E F G H I J

0 1 2 3 4 5 6 7 8 9

4 GENDER

○ Female
○ Male

5 RACE/ ETHNICITY

○ AI/AN (American Indian or Alaskan Native)
○ A (Asian)
○ B/AA (Black or African American)
○ H/L (Hispanic or Latino)
○ NH/PI (Native Hawaiian or other Pacific Islander)
○ W (White)
○ Other

6 GRADE

○ K	○ 7
○ 1	○ 8
○ 2	○ 9
○ 3	○ 10
○ 4	○ 11
○ 5	○ 12
○ 6	○ 13

FOR TEACHER USE ONLY

9 SPECIAL SERVICES

○ A	○ D
○ B	○ E
○ C	

10 SPECIAL CONDITIONS

○ 1	○ 6	○ 11	○ 16
○ 2	○ 7	○ 12	○ 17
○ 3	○ 8	○ 13	○ 18
○ 4	○ 9	○ 14	○ 19
○ 5	○ 10	○ 15	○ 20

11 ENGLISH PROFICIENCY STATUS

○ E Proficient
○ E Learner

12 EC STATUS

○ A ○ B

Place Pre-ID Label Here

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

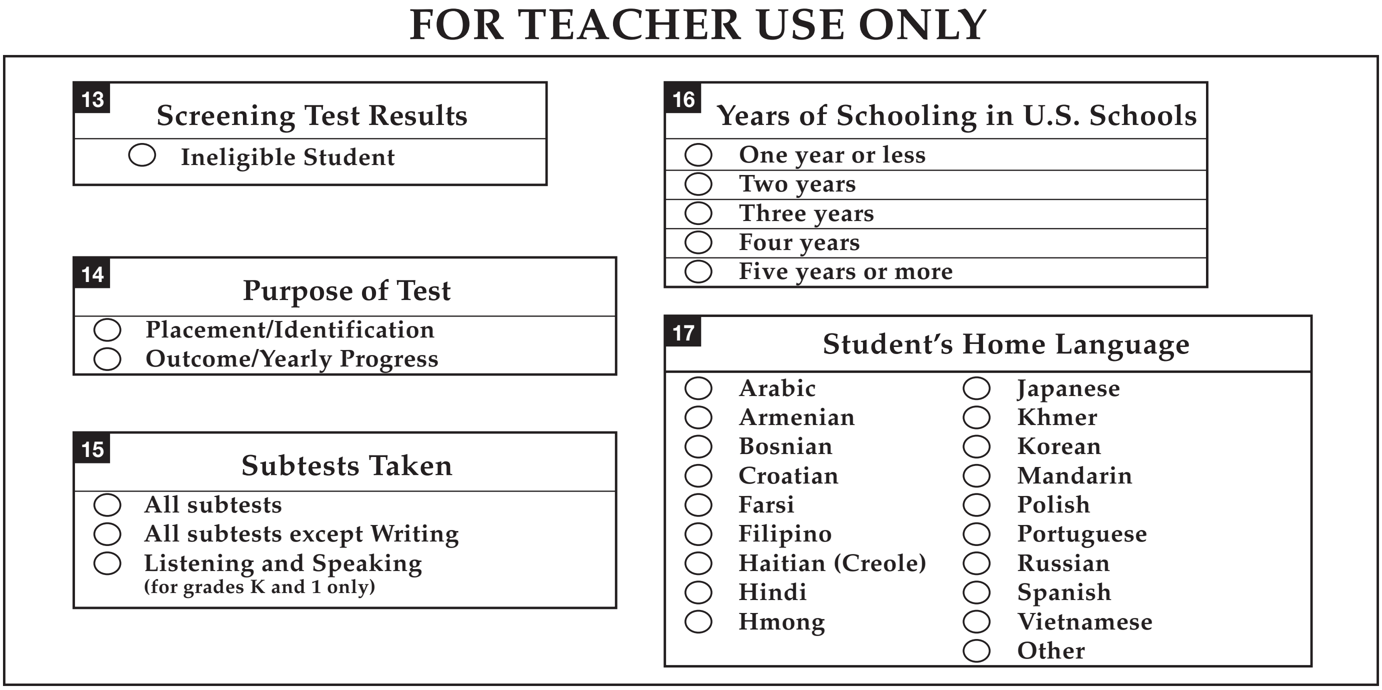
81168 016

DELP

Complete boxes 13–17 on the inside back cover of the students' response booklets as follows:

13. Leave box 13 blank (not used for the *DELP* administration).
14. In box 14, mark "Outcome/Yearly Progress" for the *DELP* administration.
15. In box 15, mark "All subtests" for the *DELP* administration.
16. In box 16, mark the number of years the student has attended school in the United States.
17. In box 17, mark the student's home language.

DELP Response Booklet (inside back cover)



FOR TEACHER USE ONLY

13 Screening Test Results

○ Ineligible Student

14 Purpose of Test

○ Placement/Identification
○ Outcome/Yearly Progress

15 Subtests Taken

○ All subtests
○ All subtests except Writing
○ Listening and Speaking
(for grades K and 1 only)

16 Years of Schooling in U.S. Schools

○ One year or less
○ Two years
○ Three years
○ Four years
○ Five years or more

17 Student's Home Language

○ Arabic
○ Armenian
○ Bosnian
○ Croatian
○ Farsi
○ Filipino
○ Haitian (Creole)
○ Hindi
○ Hmong
○ Japanese
○ Khmer
○ Korean
○ Mandarin
○ Polish
○ Portuguese
○ Russian
○ Spanish
○ Vietnamese
○ Other

Activities After Administration

Collect Assessment Materials

Collect all scorable student response booklets and all assessment materials from test coordinators and/or proctors. Separate the scorable student response booklets from the non-scorable assessment materials and continue with the verification and organization process.

Organize Student Response Booklets

Organize the scorable booklets by classroom/grade for each building. As you organize the documents, ensure that:

- Completed scorable response booklets have been received from ALL proctors and/or test coordinators.
- The students' responses have been made with black, soft-lead (No. 2) pencils. Light marks and marks made with colored pencils, ink, or felt-tipped pens **cannot** be properly scored, and these should be marked over with a black, soft-lead (No. 2) pencil.
- The response booklets are verified for completeness and accuracy of student identification information, especially if Pre-ID labels are not used and information is completed by hand.
- The student information that is written above the circles in each box of the document is accurately gridded below the information.
- The Student Number section is completed and fully gridded on every scorable document without a Pre-ID label.

Verify and/or Complete the Scoring Service Identification (SSID) Sheets

Pre-filled SSID sheets as well as blank SSID sheets will be provided for the *DELP* assessment. SSID sheets are scanned documents used to verify the number of scorable documents to be scored. Do not make corrections to pre-filled or hand-entered information; complete a new (blank) SSID sheet with accurate information to prevent scoring delays.

The following information must be completed on SSID sheets:

SIDE 1: ALL Levels (grades K through 12)

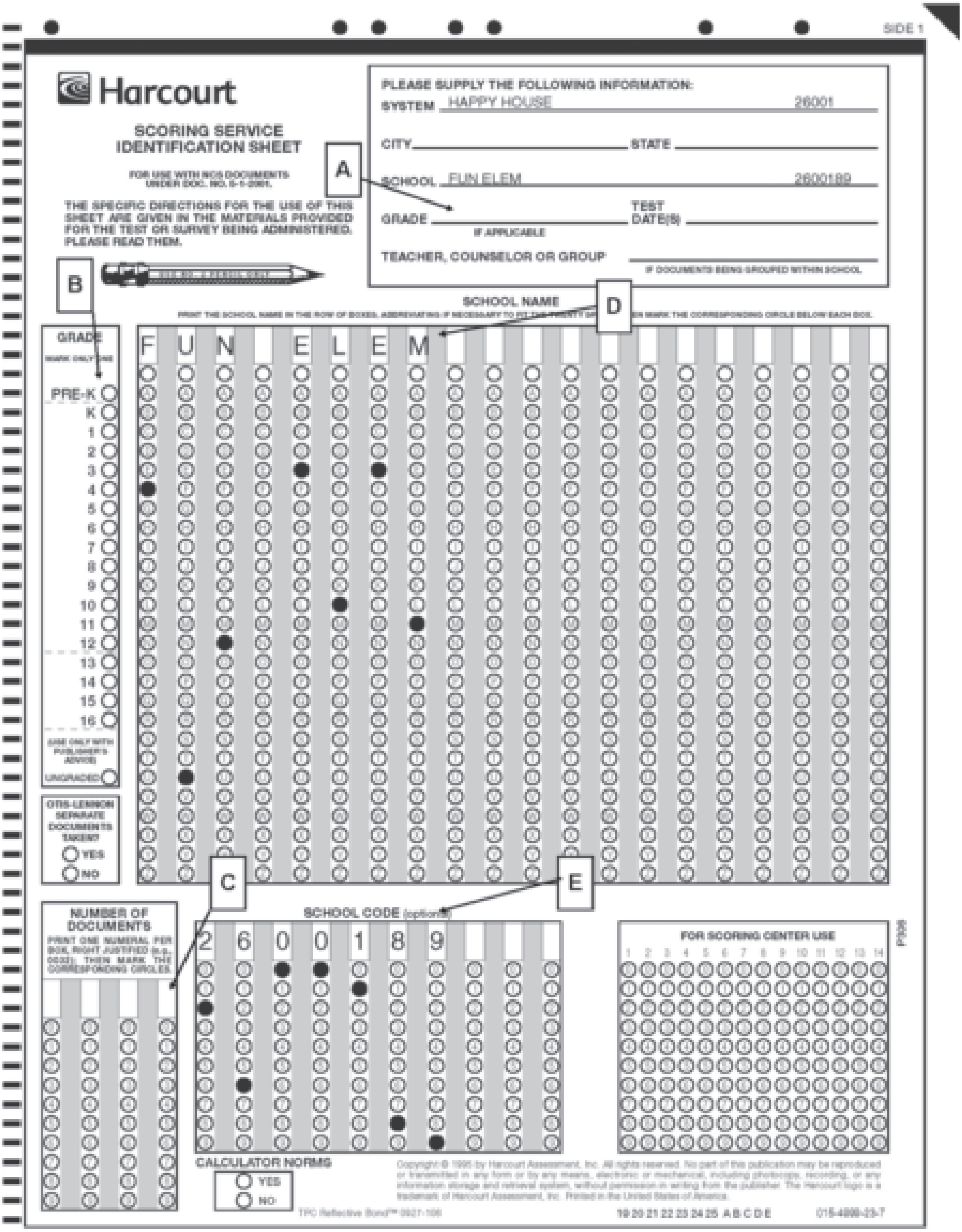
(A) GRADE	Print the grade.
(B) GRADE	Fill in the circle for the grade.
(C) NUMBER OF DOCUMENTS	Fill in the total number of response booklets for each grade by building. **The number must be right-justified; enter leading zeros.**
(D) SCHOOL NAME	Fill in and grid if completing a blank SSID sheet.
(E) SCHOOL CODE	Fill in and grid if completing a blank SSID sheet.

SIDE 2: Primary and Elementary Levels ONLY (grades K through 5)

(F) IF YOU ARE USING THIS SIDE, MARK THIS CIRCLE	Fill in this circle.
(G) TEACHER, COUNSELOR OR GROUP NAME	Print name in boxes and fill in circles under each letter.
(H) GROUP CODE (Optional)	Print teacher certification number.

Use one SSID sheet to bundle the response booklets for Middle and High School levels for each building. Enter each grade followed by "1" for each building under the "Number of Groups" column on the Master File Sheet. Next, enter the total number of documents present in all paper-banded bundles under the "Number of Documents" column on the Master File Sheet. An example of a completed Master File Sheet is provided on page 27.

Example of an SSID Sheet (Side 1)



SIDE 1

Harcourt

SCORING SERVICE IDENTIFICATION SHEET

THE SPECIFIC DIRECTIONS FOR THE USE OF THIS SHEET ARE GIVEN IN THE MATERIALS PROVIDED FOR THE TEST OR SURVEY BEING ADMINISTERED. PLEASE READ THEM.

PLEASE SUPPLY THE FOLLOWING INFORMATION:

SYSTEM HAPPY HOUSE 26001

CITY ____ STATE ____

SCHOOL FUN ELEM 2600189

GRADE ____ IF APPLICABLE TEST DATE(S) ____

TEACHER, COUNSELOR OR GROUP ____ IF DOCUMENTS BEING GROUPED WITHIN SCHOOL

SCHOOL NAME

F U N E L E M

GRADE

PRE-K ○ K ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 ○ 13 ○ 14 ○ 15 ○ 16 ○

UNGRADED ○

OTIS-LENNON SEPARATE DOCUMENTS TAKEN?

○ YES

○ NO

NUMBER OF DOCUMENTS

PRINT ONE NUMERAL PER BOX, RIGHT JUSTIFIED (e.g., 0032); THEN MARK THE CORRESPONDING CIRCLES.

SCHOOL CODE (optional)

2 6 0 0 1 8 9

FOR SCORING CENTER USE

1 2 3 4 5 6 7 8 9 10 11 12 13 14

CALCULATOR NORMS

○ YES

○ NO

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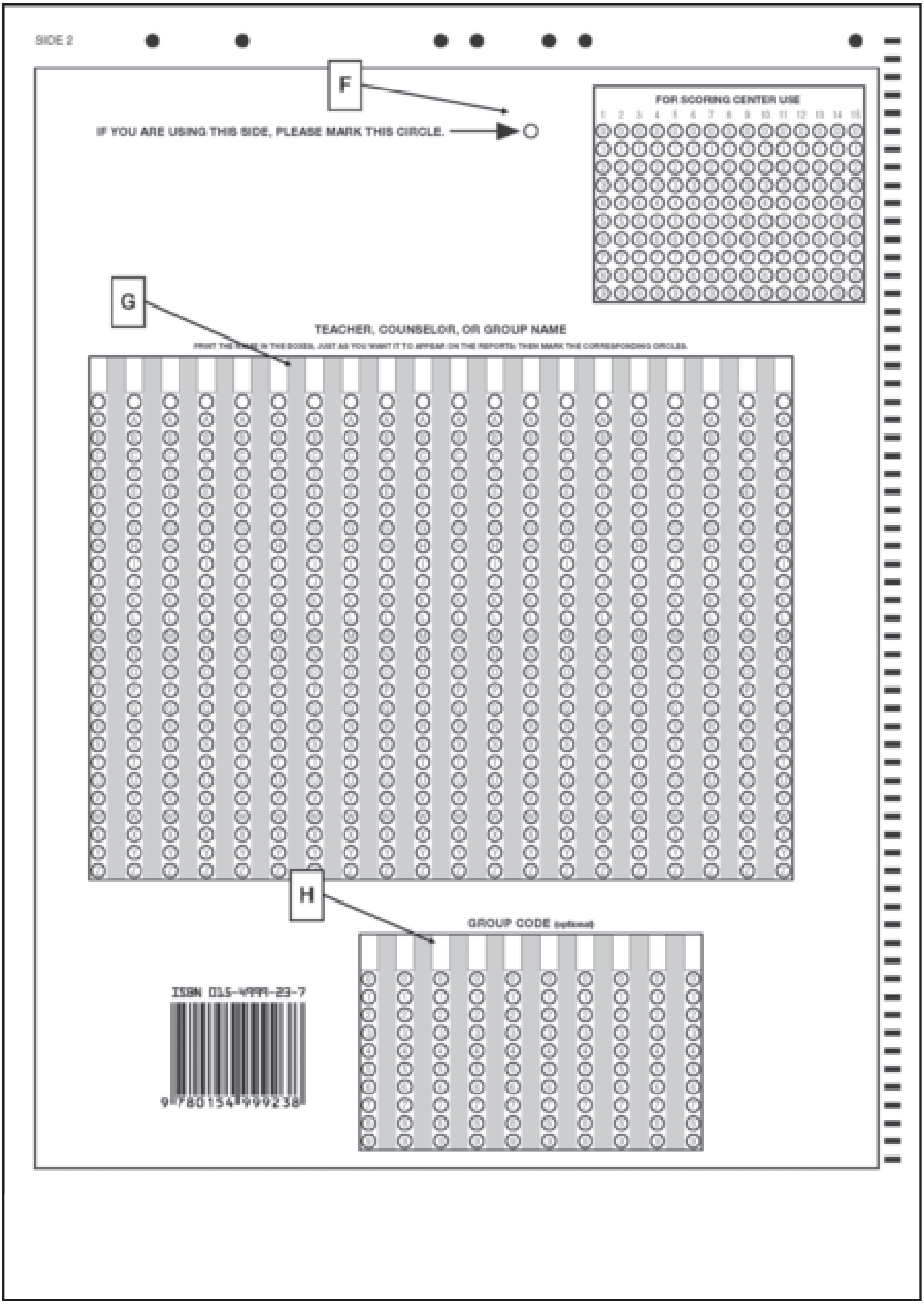
19 20 21 22 23 24 25 A B C D E

Example of an SSID Sheet (Side 2)



SIDE 2

IF YOU ARE USING THIS SIDE, PLEASE MARK THIS CIRCLE. → ○

FOR SCORING CENTER USE

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

TEACHER, COUNSELOR, OR GROUP NAME

PRINT THE NAME IN THE BOXES, JUST AS YOU WANT IT TO APPEAR ON THE REPORTS; THEN MARK THE CORRESPONDING CIRCLES.

GROUP CODE (optional)

ISBN 015-4999-23-7

9 780154 999238

DELP

Primary and Elementary Levels

Proctors are to complete both sides of the SSID sheet with their classroom information and return students' response booklets, paper-banded together, with an SSID sheet on top.

Test coordinators are to enter the total number of classroom groups for each grade and the total number of response booklets for each grade within each building on the Master File Sheet.

Middle and High School Levels

Proctors are to complete the information on the paper band and return their students' response booklets.

Test coordinators are to complete an SSID sheet for the total number of response booklets for each grade within each building and enter the total number of response booklets on the Master File Sheet.

Verify and/or complete the SSID sheets as follows:

- The school name has been gridded/pre-filled correctly and is the same as it appears on the Master File Sheet.
- The appropriate grade section has been gridded.
- Each SSID sheet has the correct number of documents entered and gridded.
- All paper-banded bundles have completed information on the paper band.

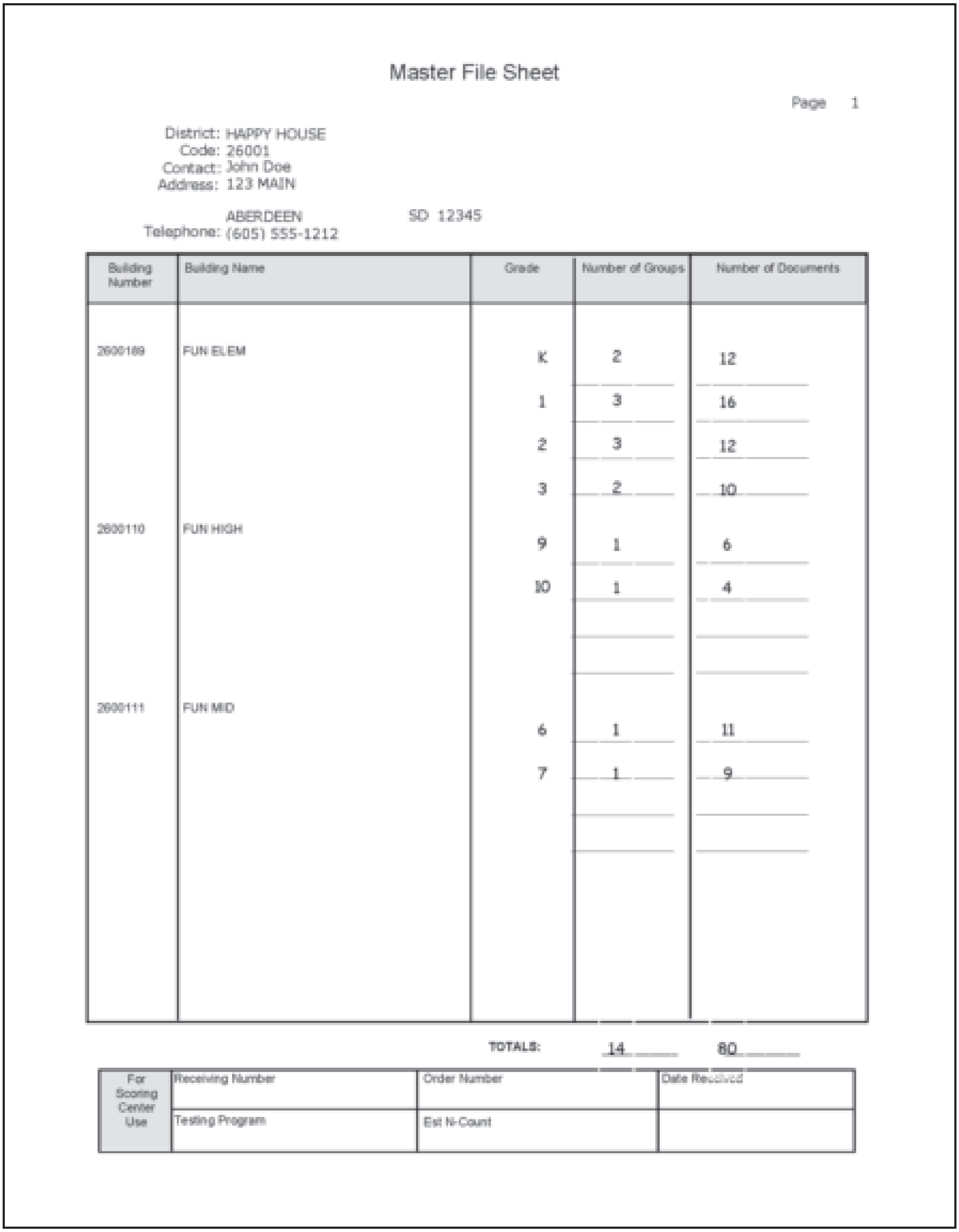
Complete the Master File Sheet

Examine the Master File Sheet to verify that all building names are preprinted. It is important to use the correct sheet. Do not change the preprinted name of the buildings on the Master File Sheet. If you feel a change is necessary, contact the **Harcourt Customer Support Center** at 1-800-763-2306 or customersupportcenter@harcourt.com.

Enter each grade and total number of Primary and Elementary classroom groups (each with its own SSID sheet) for each building under the "Number of Groups" column on the Master File Sheet. Add the total number of response booklets present in all groups, and enter the total number of response booklets to be scored under the "Number of Documents" column on the Master File Sheet.

Retain a copy of the completed Master File Sheet for your records.

Example of the *DELP* Master File Sheet



Master File Sheet

Page 1

District: HAPPY HOUSE
Code: 26001
Contact: John Doe
Address: 123 MAIN

ABERDEEN SD 12345
Telephone: (605) 555-1212

Building Number	Building Name	Grade	Number of Groups	Number of Documents
2600189	FUN ELEM	K	2	12
		1	3	16
		2	3	12
		3	2	10
2600110	FUN HIGH	9	1	6
		10	1	4
2600111	FUN MID	6	1	11
		7	1	9
		TOTALS:	14	80

For Scoring Center Use	Receiving Number	Order Number	Date Received
	Testing Program	Est N-Count	

Organize and Pack *DELP* Test Materials

SCORABLE Documents Return

Test coordinators must return ALL *DELP* and *SELP* scorable documents as soon as possible after testing is complete ensuring that the documents arrive at **Harcourt Assessment NO LATER THAN February 29, 2008**. You must schedule your pick-up no later than **February 27, 2008** to ensure materials are received at Harcourt by the cut-off date. Be sure to include the following documents paper-banded with SSID sheets by classroom or grade:

- Completed scorable *SELP* Primary-level test/response booklets
- Completed scorable *DELP* response booklets for Elementary, Middle, and High School levels

The *DELP* response booklets should be packed by school and grade in the order in which they are listed on the Master File Sheet—the first grade for the first school listed on the Master File Sheet should be at the top of the first box. You may find it easier to start with the last school listed on the Master File Sheet and work backwards. The Master File Sheet should be placed at the top of Box 1 of your shipment.

When packing scorable response booklets for return to Harcourt Assessment, use boxes in which the documents will not shift, such as the dual-purpose cartons in which you received your test materials. The dual-purpose cartons in which your test materials were shipped were designed to be used for both shipping test materials to districts and returning test materials to Harcourt Assessment.

To use these cartons for returning your test materials—

1. fold down the flaps that were used to ship materials to you from Harcourt Assessment, then
2. fold down the flaps labeled “Affix Shipping Return Label Here,” and then
3. tape the cartons across the words “Tape Here.”

All empty space should be filled with crumpled paper. DO NOT use shredded paper or foam “peanuts,” as these will damage the response booklets.

Scorable response booklets should be returned to Harcourt Assessment using **UPS “2nd Day Air”** and **ORANGE “Scorable Test Materials”** labels. Affix the UPS “2nd Day Air” label(s) and the ORANGE return label(s) on the carton(s) of SCORABLE response booklets. Complete all information on the ORANGE label. If more than one carton is needed, label the cartons serially. For example, a shipment of four cartons would be labeled “Box 1 of 4,” “Box 2 of 4,” “Box 3 of 4,” and “Box 4 of 4.”

NOTE: Scorable response booklets must be sent as a SINGLE SHIPMENT to the Harcourt Scoring Center. Do NOT ship SCORABLE response booklets with your shipment of NON-SCORABLE test materials.

NOTE: YOU MUST NOTIFY UPS AT LEAST TWO DAYS IN ADVANCE OF YOUR REQUESTED PICKUP OF MATERIALS.

NON-SCORABLE Materials Return

The following non-scorable test materials should be boxed and returned to Harcourt Assessment using **UPS "GroundTrak"** and **GREEN** "non-scorable" labels.

- ALL unused *SELP* Primary-level test/response booklets and all *SELP* DFAs
- *DELP* Elementary, Middle, and High School test booklets
- *DELP* Elementary, Middle, and High School DFA
- *DELP* Elementary, Middle, and High School unused response booklets

Unused SSID sheets may be returned to Harcourt Assessment or destroyed at the district/school level.

Affix the UPS "GroundTrak" label(s) and the GREEN return label(s) to the carton(s) of NONSCORABLE test materials (test booklets, DFAs, etc.). Complete all information on the GREEN label. If more than one carton is needed, label the cartons serially. For example, a shipment of four cartons would be labeled "Box 1 of 4," "Box 2 of 4," "Box 3 of 4," and "Box 4 of 4."

Ship Assessment Materials to Harcourt Assessment

You are responsible for the return of ALL *DELP* assessment materials via UPS to:

Harcourt Assessment Scoring Center
19500 Bulverde Road
San Antonio, Texas 78259-3701

Pre-paid UPS labels are provided in your *Test Coordinator's Kit*. The labels are preprinted with the Scoring Center's delivery address and your district's information. Should you require additional return labels, please contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com.

Contact UPS toll-free to arrange for pickup: 1-800-214-0391

Contact UPS at least two days in advance to arrange for the collection of your scorable and non-scorable materials. Early shipment is encouraged. Shipments must be ready for collection on the day UPS specifies retrieval. Return trips by UPS to your school district will delay the return of your scorable materials to the Harcourt Assessment Scoring Center and will result in scoring delays. (Test coordinators may ship non-scorable test materials at the same time as scorable materials or at a later date.)

Thank you for your time and effort ensuring the successful administration of the *DELP* assessment.

Part 7 DSTEP-A

Activities Before Administration

Receiving and Inventorying Assessment Materials

Verify the contents of the *DSTEP-A* assessment materials shipment against the quantities indicated on the packing list, and determine if there are sufficient assessment materials for Special Education proctors and their colleagues.

If there is a discrepancy between the packing list and the quantities received, contact the **Harcourt Customer Support Center** at 1-800-763-2306 or email customersupportcenter@harcourt.com. If additional assessment materials are needed, access the Harcourt Spectrum website at www.spectrum.harcourt.com.

Organize the assessment materials by Special Education proctor to facilitate distribution prior to administration. Retain the shipping cartons for use when returning materials to Harcourt Assessment.

Effective in 2008, Harcourt Assessment will be supplying materials for Grades 3–8, and 11. No off-grade materials will be shipped from Harcourt Assessment. Contact the Special Education Department at the SDDOE if the district administers district-wide assessment and needs the alternate assessment for grades K-2 and/or 9 & 10.

Assessment Materials Provided

- *DSTEP-A* DFA (one used for all grades)
- Grade-specific *DSTEP-A* Rating Forms (two per student)
- *DSTEP-A* Data Collection Form* (for submitting Supporting Evidence)
- *DSTEP-A* Score Resolution Worksheet*
- Envelopes for returning each student's assessment materials
- *Test Coordinator's Kit*, including:
    1. Master File Sheets
    2. UPS shipping labels
    3. HOT PINK peel-and-stick return labels for SCORABLE materials
    4. GREEN peel-and-stick return labels for NON-SCORABLE materials
    5. Student Name Labels (these labels will be placed on the supporting evidence envelopes and the data collection forms)

(* These forms may be copied if necessary.)

Ensure the Security of Assessment Materials

It is important to follow all security measures before, during, and after the administration to ensure the integrity and validity of the assessment. All assessment materials must be kept in a secure location except when being utilized by Special Education proctors and colleagues.

Test Security Agreements/Affidavits must have the appropriate areas filled out prior to testing. Upon completion of testing, complete the form, make a copy for the district files, and send the original to the SDDOE.

Before the administration of the *DSTEP-A* assessment

1. **Fill in the title of the *DSTEP-A* assessment on the Test Security Agreement/Affidavit.**
2. **Review and sign the *Test Security Agreement/Affidavit* for test coordinators.**
3. **Copy and disseminate the *Test Security Agreement/Affidavit* to all proctors and collect the signed documents prior to distributing assessment materials.**
4. **Send the original Test Security Agreement/Affidavit to:**

   Gay Pickner
   c/o South Dakota Department of Education
   700 Governors Drive
   Pierre, SD 57501

5. **Retain a copy of the *Test Security Agreement/Affidavit* for your records.**

Training for Special Education Proctors

Training for the *DSTEP-A* test administration will be provided by the SDDOE and Harcourt Assessment during the week of **January 14 through 17, 2008**. Training materials will be available for review on the SDDOE website following these sessions. Special Education proctors and colleagues are required to verify that they received training for the *DSTEP-A* test administration by signing the training statement on the demographic page for each student.

It is the test coordinator's responsibility to ensure that Special Education proctors receive training to ensure the successful administration of the *DSTEP-A* assessment. This training should include information provided by the South Dakota Department of Education and Harcourt Assessment, this section of the *Test Coordinator's Handbook*, and the *DSTEP-A* DFA. Carefully review the *DSTEP-A* DFA as well as the *Rating Forms* and *Data Collection Form* prior to your training session(s).

Schedule Assessments and Dates

Work with test coordinators and proctors to schedule *DSTEP-A* assessment sessions for your school/district within the statewide administration period of **February 4–March 14, 2008**. You must have materials picked up by UPS no later than **March 19, 2008** to ensure a timely delivery of materials to Harcourt. Your schedule must allow time for the assembly and shipment of all scorable response booklets to arrive at Harcourt Assessment **NO LATER THAN March 21, 2008**.

Distribute Assessment Materials to Special Education Proctors

Test coordinators are to maintain an accurate record of assessment materials distributed to each Special Education teacher. Emphasize the importance of maintaining test security as well as following the instructions provided in this TCH and the *DSTEP-A* DFA.

To ensure accurate and reliable results, Special Education proctors and colleagues should thoroughly review the *DSTEP-A* DFA and the assessment materials before beginning the assessment. The *DSTEP-A* DFA provides Special Education proctors with specific instructions for completing and submitting *Rating Forms* and supporting evidence.

Distribute the *Data Collection Forms*, *Score Resolution Worksheets*, and envelopes to Special Education proctors and/or test coordinators for use in organizing and returning completed assessment materials.

Activities During Administration

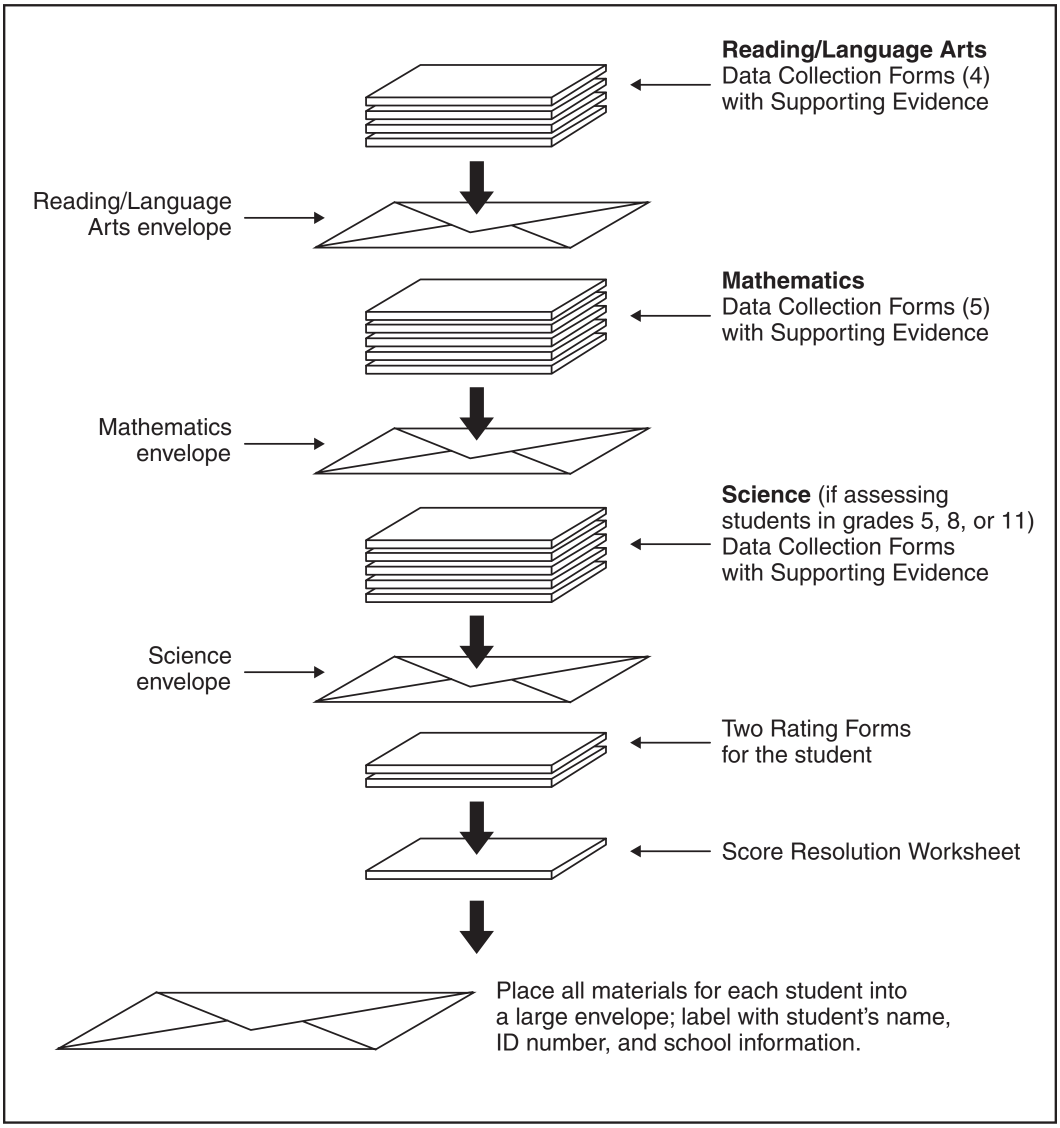
Monitor the assessments conducted in your school(s). Ensure that the guidelines and procedures described in this *Test Coordinator's Handbook* and the *DSTEP-A* DFA are adhered to, and be available to answer questions and resolve problems. Utilize the *Test Irregularity Form* found in the back of this document and on the SDDOE website at http://doe.sd.gov/octa/assessment/dakSTEP/docs/TestIrregularityForm(2.6.06).doc to document and resolve any test security issues with the South Dakota Department of Education.

Activities After Administration

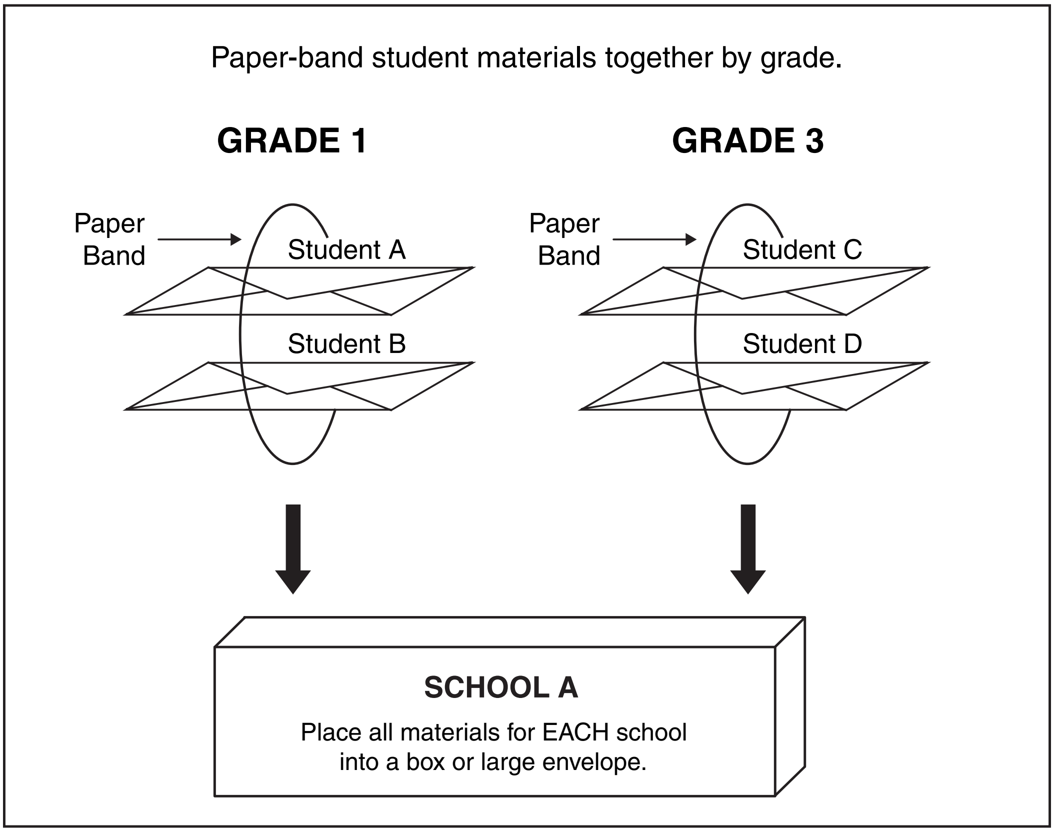
Collect all assessment materials from Special Education proctors and/or test coordinators. Verify that the scorable materials are packaged and labeled by school.

Student Materials: Special Education proctors are responsible for packaging the assessment materials for each student. Supporting evidence (student work samples) must be accompanied by *Data Collection Forms* and packaged in content-specific envelopes. *Rating Forms* (2 per student), the *Score Resolution Worksheet*, and the content-specific envelopes for each student are then packaged together in the large envelope (or box) as shown on the following page.

Packing Diagram for *DSTEP-A* Student Materials

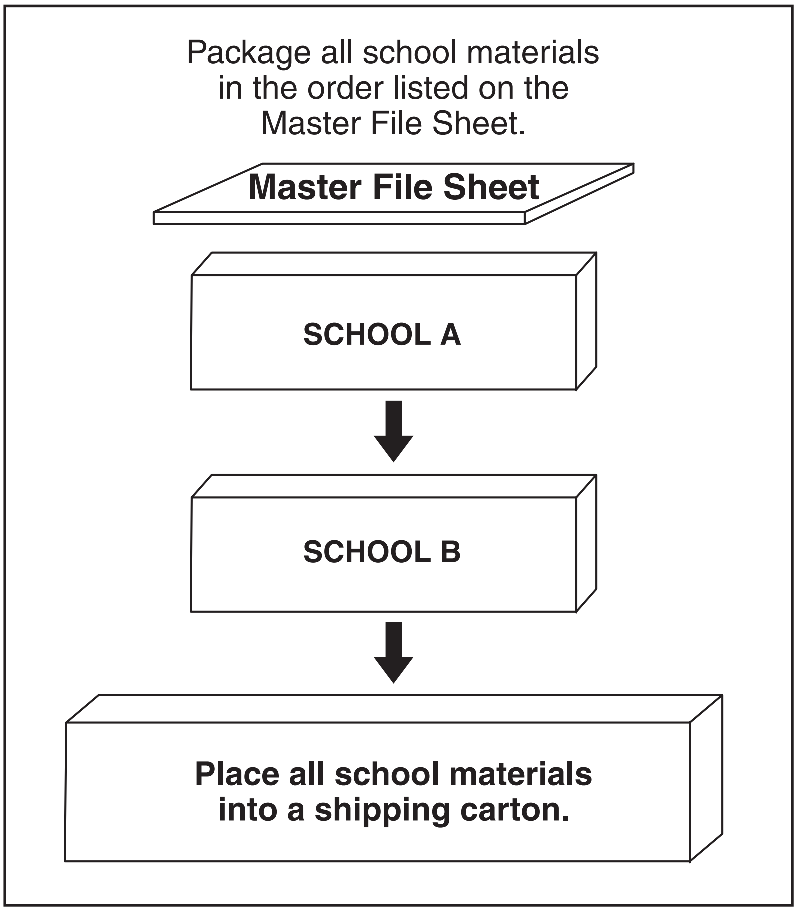

Reading/Language Arts
Data Collection Forms (4)
with Supporting Evidence
Reading/Language Arts envelope
Mathematics
Data Collection Forms (5)
with Supporting Evidence
Mathematics envelope
Science (if assessing students in grades 5, 8, or 11)
Data Collection Forms
with Supporting Evidence
Science envelope
Two Rating Forms for the student
Score Resolution Worksheet
Place all materials for each student into a large envelope; label with student's name, ID number, and school information.

School Materials: Special Education proctors or test coordinators are to group student materials by grade for each building.


Paper-band student materials together by grade.
GRADE 1
GRADE 3
Paper Band
Student A
Student B
Paper Band
Student C
Student D
SCHOOL A
Place all materials for EACH school into a box or large envelope.

District Materials: Test coordinators are to organize and package all *DSTEP-A* scorable materials by school and grade and complete the Master File Sheet.

Packing Diagram for *DSTEP-A* District Materials


Package all school materials
in the order listed on the
Master File Sheet.
Master File Sheet
SCHOOL A
SCHOOL B
Place all school materials
into a shipping carton.

Complete the Master File Sheet (MFS)

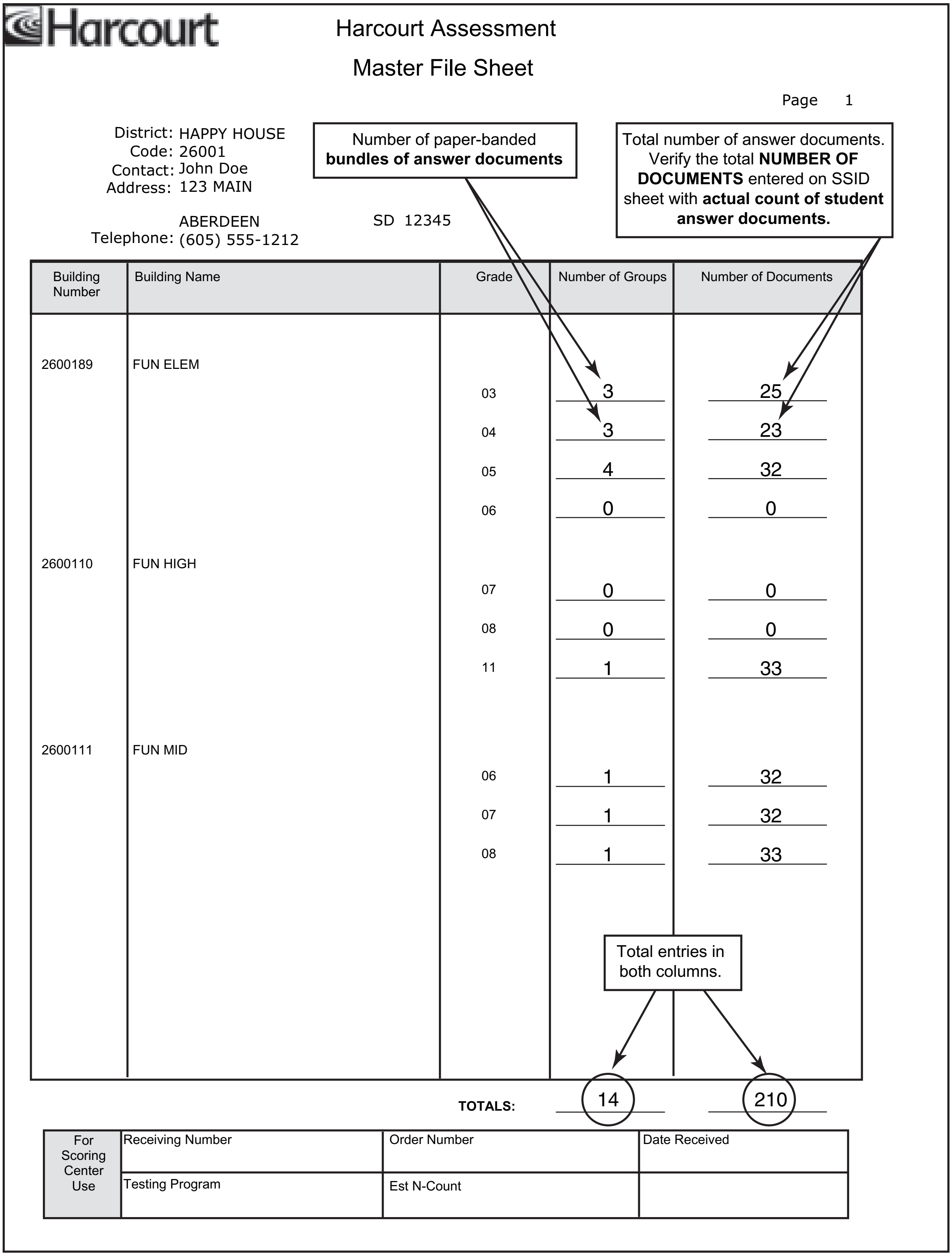
The envelopes/boxes containing students' *DSTEP-A* assessment materials should be grouped by grade and by school in the order in which they are listed on the Master File Sheet. You may find it easier to start with the last school listed on the Master File Sheet and work backwards. The Master File Sheet should be placed at the top of Box 1 of your shipment. An example of a completed Master File Sheet is provided on the following page.

Examine the Master File Sheet to verify that all building names are preprinted. It is important to use the correct sheet. Do not change the preprinted name of the buildings on the Master File Sheet. If you feel any change is necessary, contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com.

In the appropriate Grade line enter a "1" under the "number of Groups" column. Next, enter the total number of student materials for each grade under the "Number of Documents" column.

Retain a copy of the completed Master File Sheet for your records.

Example of the *DSTEP-A* Master File Sheet



Harcourt

Harcourt Assessment

Master File Sheet

Page 1

District: HAPPY HOUSE
Code: 26001
Contact: John Doe
Address: 123 MAIN

ABERDEEN SD 12345
Telephone: (605) 555-1212

Number of paper-banded **bundles of answer documents**

Total number of answer documents. Verify the total **NUMBER OF DOCUMENTS** entered on SSID sheet with **actual count of student answer documents.**

Building Number	Building Name	Grade	Number of Groups	Number of Documents
2600189	FUN ELEM			
		03	3	25
		04	3	23
		05	4	32
		06	0	0
2600110	FUN HIGH			
		07	0	0
		08	0	0
		11	1	33
2600111	FUN MID			
		06	1	32
		07	1	32
		08	1	33
		TOTALS:	14	210

Total entries in both columns.

For Scoring Center Use	Receiving Number	Order Number	Date Received
	Testing Program	Est N-Count	

Organize and Pack *DSTEP-A* Assessment Materials

SCORABLE *DSTEP-A* Assessment Materials

Test coordinators must return ALL *DSTEP-A* scorable materials as soon as possible after testing is complete so that the materials arrive at Harcourt Assessment **NO LATER THAN March 23, 2007**.

SCORABLE assessment materials should be returned to Harcourt Assessment with the **UPS "2nd Day Air**" and **HOT PINK** "South Dakota Alternate Assessment Materials" return label(s) affixed to each box. You must notify UPS at least two days prior to the date you are expecting materials to be picked up. Complete all information on the HOT PINK label. If more than one box is needed, label the boxes serially. For example, a shipment of four boxes would be labeled "Box 1 of 4," "Box 2 of 4," "Box 3 of 4," and "Box 4 of 4."

When packing the envelopes containing scorable assessment materials for return to Harcourt Assessment, use boxes in which the envelopes will not shift, such as the dual-purpose cartons in which you received your assessment materials. The dual-purpose cartons in which your materials were shipped were designed to be used for both shipping materials to districts and returning materials to Harcourt Assessment. To use these cartons for returning your assessment materials—

1. fold down the flaps that were used to ship materials to you from Harcourt Assessment, then
2. fold down the flaps labeled "Affix Shipping Return Label Here," and then
3. tape the carton across the words "Tape Here."

All empty space should be filled with crumpled paper.

NOTE: Scorable assessment materials must be sent as a SINGLE SHIPMENT to the Harcourt Scoring Center. Do NOT ship SCORABLE materials in with your shipment of NON-SCORABLE materials.

NON-SCORABLE *DSTEP-A* Assessment Materials

The following NON-SCORABLE test materials should be boxed and returned to Harcourt Assessment using **UPS "GroundTrak"** and **GREEN** "non-scorable" labels.

- *DSTEP-A* DFAs
- *DSTEP-A* unused *Rating Forms*

Unused *Data Collection Forms* and *Score Resolution Worksheets* may be returned to Harcourt Assessment or destroyed at the district/school level.

Affix the UPS "GroundTrak" label(s) and the GREEN return label(s) to the box(es) of NON-SCORABLE materials. Complete all information on the GREEN label. If more than one box is needed, label the boxes serially. For example, a shipment of four boxes would be labeled "Box 1 of 4," "Box 2 of 4," "Box 3 of 4," and "Box 4 of 4."

Ship Assessment Materials to Harcourt Assessment

Test coordinators are responsible for the return of ALL *DSTEP-A* assessment materials via UPS to:

Harcourt Assessment
c/o AccuData Services, Inc.
17317 Bell North Drive
Schertz, TX 78154
Attn: Joan Patterson, Project Manager

Pre-paid UPS labels are provided in your *Test Coordinator's Kit*. The labels are preprinted with the Scoring Center's delivery address and your district's information. Should you require additional return labels, please contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com.

Please do not use labels from the *DSTEP* or *DELP* assessments. Materials from these assessments are sent to other locations.

Contact UPS toll-free to arrange for pickup: 1-800-214-0391.

Contact UPS at least two days in advance to arrange for the collection of your scorable and non-scorable materials. Early shipment is encouraged. Shipments must be ready for collection on the day UPS specifies retrieval. Return trips by UPS to your school district will delay the return of your scorable materials to the Harcourt Assessment Scoring Center and will result in scoring delays. (Test coordinators may ship non-scorable test materials at the same time as scorable materials or at a later date.)

Thank you for your time and effort ensuring the successful administration of the *DSTEP-A* assessment.

Part 8 *DSTEP*

New for Spring 2008

- Test items were developed to meet the assessment standards that have been approved and distributed by the State Department of Education
- SAT 10 assessments are no longer a part of the statewide assessment.
- In an effort to meet the federal NCLB requirements, field test items are embedded in the *DSTEP* operational test booklets.
- There are 8 different forms for each grade level. Within these 8 forms the operational items are the same. The student's reports will be generated utilizing the operational items only.
- Test booklets and answer documents will be shipped to districts in packages of five and singles based on enrollments.
- Calculator use will be permitted at all grade levels.
- One DFA will be utilized for all grades.
- Answer documents for grades 4–8 and 11 will have a new box on the demographic page to indicate which form the student is testing.
- Math reference sheets and Science formula sheets will be bound within the test booklets.

Activities Before Administration

Receive and Inventory Assessment Materials

Verify the contents of the *DSTEP* assessment materials shipment against the quantities indicated on the packing slip, and determine if there are sufficient assessment materials for each proctor and student. An overage is included in all test material shipments.

If there is a discrepancy on the packing list and the quantities received, contact the **Harcourt Customer Support Center** at 1-800-763-2306 or customersupportcenter@harcourt.com. If additional assessment materials are needed, access the Harcourt Spectrum website at www.spectrum.harcourt.com.

Separate the *DSTEP* DFA for use in your proctor training sessions. Organize the remaining assessment materials by proctor group to facilitate distribution prior to administration. Retain the shipping cartons for use when returning materials to Harcourt Assessment.

Assessment Materials Provided

- Grade-specific *DSTEP* student test booklets
- *DSTEP* DFA—one DFA per 15 students plus a 10% overage

- Grade-specific *DSTEP* student answer documents (except for grade 3)
- Rulers:
    1. Large-scale rulers with ISBN number 9998103312 on the package should be distributed to students testing at grade 3 only.
    2. Small-scale rulers with ISBN number 9998103320 on the package should be distributed to students testing at grades 4 through 8 and 11.
- *Test Coordinator's Kit*, including:
    1. Pre-ID labels (may arrive in a separate shipment)
    2. Paper bands for securing answer documents
    3. Scoring Service Identification (SSID) sheets
    4. Master File Sheets
    5. Order for Optional Scoring Service form
    6. UPS shipping labels
    7. ORANGE peel-and-stick return labels for scorable materials
    8. GREEN peel-and-stick return labels for non-scorable materials

Ensure the Security of Assessment Materials

It is important to follow all security measures before, during, and after the administration to ensure the integrity and validity of the assessment. All assessment materials must be kept in a secure location except when being utilized by Special Education proctors and examiners.

Test security agreements/affidavits must have the appropriate areas filled out prior to testing. Upon completion of testing, complete the form, make a copy for the district files, and send the original to the SDDOE.

Before the administration of the *DSTEP* assessment:

1. **Fill in the title of the *DSTEP* assessment on the Test Security Agreement/Affidavit.**
2. **Review and sign the *Test Security Agreement/Affidavit* for test coordinators.**
3. **Copy and disseminate the *Test Security Agreement/Affidavit* to all proctors and collect the signed documents prior to distributing assessment materials.**
4. **Send the original *Test Security Agreement/Affidavits* to:**

Gay Pickner
c/o South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501

Retain a copy of the *Test Security Agreement/Affidavit* for your records.

Schedule Assessment Dates and Times

Work with test coordinators and proctors to schedule *DSTEP* assessment sessions for your school/district within the statewide administration period of **March 31 to April 18, 2008** (which includes any make-up sessions). You must schedule the pick-up of your testing materials **NO LATER THAN April 28, 2008** to ensure the timely delivery of materials to Harcourt. Your schedule must allow time for the assembly and shipment of all scorable answer documents to **arrive** at Harcourt Assessment **NO LATER THAN April 30, 2008**.

Approximate testing times are provided for planning purposes only and are included in the *DSTEP* DFA. Take into consideration that the *DSTEP* is a series of untimed subtests and students should be provided with as much time as they need to complete each subtest. It is strongly recommended that each content area of the assessment be administered on different days with stretch breaks between test sessions as noted in the DFA and students' test materials.

Provide Training for Proctors

It is your responsibility to provide training for proctors (and school/building test coordinators) to ensure the successful administration of the *DSTEP* assessment. This training should include information provided by the South Dakota Department of Education and Harcourt Assessment, this *Test Coordinator's Handbook*, and the proctor's *DSTEP* DFA.

Familiarize yourself with this section of the TCH and the *DSTEP* DFA prior to your training session(s). Proctors should review the DFA prior to testing. You may want to collect the DFA after training and then redistribute the directions prior to testing to ensure that all proctors receive a copy for the administration. Additional copies of the DFA can be downloaded from the SDDOE website at: http://doe.sd.gov/octa/assessment/dakSTEP/index.asp.

The following topics should be reviewed during your training sessions:

- Ethical testing practices must be maintained during the *DSTEP* administration. Unethical testing practices relate to inappropriate interactions between proctors and students taking the test. Unethical practices include allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way.
- Test security involves maintaining the confidentiality of test questions and answers and is critical in ensuring the integrity and validity of a test. In order to ensure test security and confidentiality, proctors need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and (3) return all materials as instructed.
- Key dates for test administration and returning test materials
- Informing and preparing students for the test and giving appropriate test locations
- Pre-ID labels and preparation of student answer documents
- Providing accommodations for students and new coding procedures
- Monitoring students during the administration

The *DSTEP* DFA provides proctors with the following specific information:

- Assessment materials required for proctors and students
- Grade-specific, approximate testing times for planning purposes
- Guidelines for calculator use on the Mathematics and Science subtests
- Instructions for completing student demographic information
- Instructions for organizing, inspecting, and returning student answer documents and assessment materials
- Instructions for completing SSID sheets (grades 3 through 5)

Student Identification Information

The student demographic information should be completed prior to the administration of the assessment. An example of the *DSTEP* student answer document demographic information page is provided for reference on the following page.

When Pre-ID labels are provided and all information is correct, place the Pre-ID label within the designated area on the demographic information page. Corrections to preprinted information on the Pre-ID label are not permissible.

Prior to applying Pre-ID labels to student answer documents, district/school personnel should carefully review the pre-printed information to ensure that all information is correct. Do not apply labels that contain errors. Information on an incorrect Pre-ID label will override any handwritten information entered on the demographic page.

When information on the label is incorrect, placed incorrectly on the answer document, or is not provided, student information must be completed by hand following the instructions within the *DSTEP* DFA. If a label is incorrectly applied to an answer document, please **do not** use that answer document. Grid the correct information on a new, unused answer document. The incorrectly labeled answer document should be returned with non-scorable test materials with a note stating "DO NOT SCORE" attached to it.

All students (including those with Pre-ID labels) should complete the information in Box 1 of the answer document. This will help proctors to identify students' answer documents easily throughout the testing session.

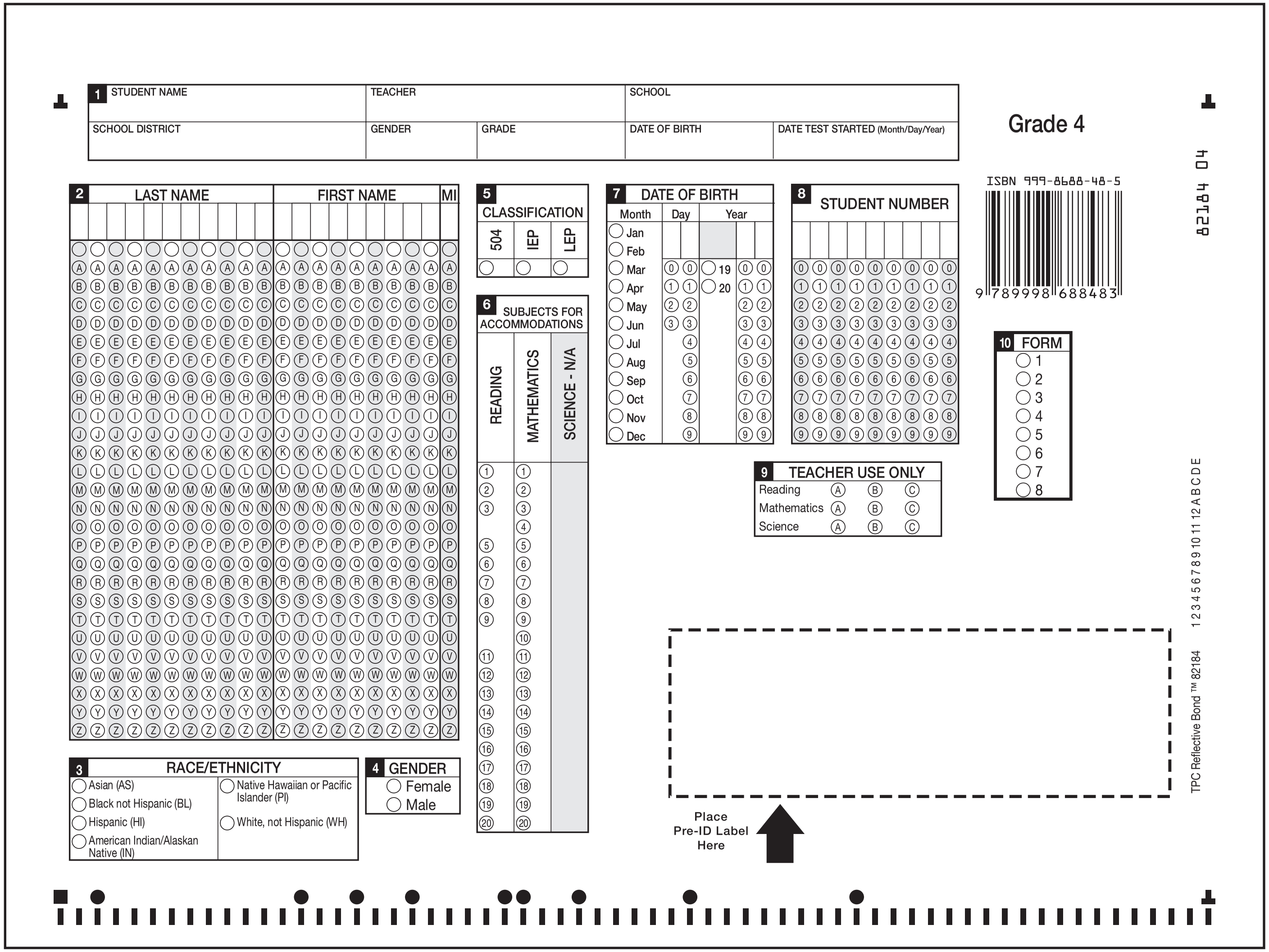
Complete Box 9 "Teacher Use Only" if the student was unable to participate in or complete the Reading, Mathematics, or Science subtests for any the following reasons:

A Health Reasons
B Parent/Guardian Refusal
C Other

If "Other" is selected, a Test Irregularity Form must be completed and submitted to your Gay Pickner at DOE with complete documentation as to why the student was unable to participate in or complete the test.

In addition, students utilizing answer documents in grades 4–8, and 11 will need to grid Box 9 on the demographic page indicating which test booklet form that was provided to them. When testing across multiple days Proctors must ensure that every student utilizes the same form.

Sample Demographic Page



1 STUDENT NAME	TEACHER		SCHOOL	
SCHOOL DISTRICT	GENDER	GRADE	DATE OF BIRTH	DATE TEST STARTED (Month/Day/Year)

Grade 4

ISBN 999-8688-48-5

9 789998 688483

82184 04

2 LAST NAME | FIRST NAME | MI

○ A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

5 CLASSIFICATION

504	IEP	LEP
○	○	○

6 SUBJECTS FOR ACCOMMODATIONS

READING	MATHEMATICS	SCIENCE - N/A
①	①	
②	②	
③	③	
	④	
⑤	⑤	
⑥	⑥	
⑦	⑦	
⑧	⑧	
⑨	⑨	
	⑩	
⑪	⑪	
⑫	⑫	
⑬	⑬	
⑭	⑭	
⑮	⑮	
⑯	⑯	
⑰	⑰	
⑱	⑱	
⑲	⑲	
⑳	⑳	

7 DATE OF BIRTH

Month	Day		Year		
○ Jan					
○ Feb					
○ Mar	⓪	⓪	○ 19	⓪	⓪
○ Apr	①	①	○ 20	①	①
○ May	②	②		②	②
○ Jun	③	③		③	③
○ Jul		④		④	④
○ Aug		⑤		⑤	⑤
○ Sep		⑥		⑥	⑥
○ Oct		⑦		⑦	⑦
○ Nov		⑧		⑧	⑧
○ Dec		⑨		⑨	⑨

8 STUDENT NUMBER

⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

10 FORM

○ 1
○ 2
○ 3
○ 4
○ 5
○ 6
○ 7
○ 8

9 TEACHER USE ONLY

Reading	Ⓐ	Ⓑ	Ⓒ
Mathematics	Ⓐ	Ⓑ	Ⓒ
Science	Ⓐ	Ⓑ	Ⓒ

3 RACE/ETHNICITY

○ Asian (AS)
○ Black not Hispanic (BL)
○ Hispanic (HI)
○ American Indian/Alaskan Native (IN)
○ Native Hawaiian or Pacific Islander (PI)
○ White, not Hispanic (WH)

4 GENDER

○ Female
○ Male

Place Pre-ID Label Here

TPC Reflective Bond ™ 82184 1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

Guidelines for Calculator Use

Students in all grades will be allowed to use permissible calculators.

All students should have access to school-owned or student-owned calculators for use on the appropriate *DSTEP* Mathematics and Science subtests. All students should be familiar with the calculator they are to use on the subtests. Students may use any four-function, scientific, or graphing calculator, unless it has features described in the following **PROHIBITED** list. For models on the **PERMITTED WITH MODIFICATION** list, proctors will be required to modify some of the features of the calculator before it is used.

The following types of calculators are **PROHIBITED**:

- Pocket organizers
- Handheld or laptop computers
- Electronic writing pads or pen-input devices—*The Sharp EL9600* ***is permitted*** *for use because it is not considered a pen-input device.*
- Calculators built into cellular phones or other wireless communication devices
- Calculators with a typewriter keypad (keys in QWERTY format)—*Calculators with letter keys* ***not*** *in QWERTY format are permitted.*
- Calculators with built-in Computer Algebra Systems—***Prohibited*** *calculators in this category include* ***all*** *calculators in* ***all*** *of the following series:*
    1. Casio CFX-9970G and Algebrafx2.0 have built-in Computer Algebra Systems.
    2. Texas Instruments TI-89 and TI-92 (including TI-92 Plus). All calculators in the Texas Instruments TI-92 series are prohibited because they have QWERTY (typewriter) keyboards and built-in Computer Algebra Systems.
    3. Hewlett-Packard HP-40G and HP-49G. Calculators in the Hewlett-Packard HP-38G series and HP-48G series may be used only if the infra-red communications port is covered with heavy, opaque material.

The following types of calculators are **PERMITTED WITH MODIFICATION**:

- Calculators with paper tape—*Remove the tape.*
- Calculators that make noise—*Turn off the sound feature.*
- Calculators that can communicate wireless with other calculators—*Completely cover the infrared data port with heavy, opaque material.*
- Calculators that have power cords—*Remove all power/electrical cords.*

On the day of testing, proctors should check each student's calculator to verify that it is a permitted type. Also, monitor calculator use to ensure that the student uses a backup calculator **only** if a primary calculator fails, does not share calculators, and does not store test materials in the calculator's memory. If a calculator has characters one-inch high or larger, or a raised display, proctors may seat students where no other student can see the calculator.

Assessment Accommodations

Guidelines for Assessment Accommodations

Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure that the *DSTEP* assessment results reflect actual student learning. Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during the *DSTEP* administration must be planned. It is not uncommon for members of the IEP team, most often special education teachers, to be given the responsibility for arranging, coordinating, and providing assessment accommodations for all students who may need them. Thus, it is essential for all IEP team members to know and understand the requirements and consequences of district and state assessments, including the use of accommodations. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accommodations prior to the first day of testing.

Coding Student Classification and Accommodations

Box 5—CLASSIFICATION

Following the test administration, proctors are to grid the appropriate classification code(s) (i.e., 504, IEP, and/or LEP) for students.

Box 6—SUBJECTS FOR ACCOMMODATIONS

Standard accommodations for the *DSTEP* test administration are listed on the chart on the following page. Note that some accommodations are standard for both students with disabilities and students who are limited English proficient, while other accommodations are only permissible for one student classification and/or subject area. Each accommodation, numbered 1 through 20, corresponds to Box 6 of the demographic information page. **Following the test administration, proctors or case managers are to grid the corresponding circle(s) for each accommodation documented on the student's individual plan and that was provided for each content area.**

In rare instances, there may be accommodations provided that are not part of the students individual plan that are utilized due to the nature of the test or testing situation, such as if a student was sick on the day of testing so was later tested individually. These accommodations should not be coded on the demographic page, only accommodations documented on the individual plan that are provided should be coded. If there are any questions regarding the coding of accommodations, please contact Beth Gordon at elizabeth.gordon@state.sd.us or telephone 605-773-4698.

Reading		Mathematics		Science		Accommodation Codes	**Accommodations for Special Populations**
IEP/ 504	**LEP**	**IEP/ 504**	**LEP**	**IEP/ 504**	**LEP**		**Presentation Accommodations**
✓	▨	✓	▨	✓	▨	**1**	Large-print test booklets and/or answer documents
✓	▨	✓	▨	✓	▨	**2**	Visual aids (magnifiers, templates)
✓	▨	✓	▨	✓	▨	**3**	Sign language (ASL, cued speech)
▨	▨	✓	▨	▨	▨	**4**	Abacus for visually impaired VI students
✓	▨	✓	▨	✓	▨	**5**	Braille test booklets
✓	✓	✓	✓	✓	✓	**6**	Test Items read aloud, including audiotape/cd and assistive technology (does NOT include *Reading Comprehension* passages)
✓	✓	✓	✓	✓	✓	**7**	Repeating and/or simplifying directions
✓	▨	✓	▨	✓	▨	**8**	Amplification equipment (hearing aid, auditory trainer)
▨	▨	▨	▨	▨	▨	**9**	N/A - DO NOT GRID ON THE DEMOGRAPHIC INFORMATION PAGE
▨	▨	✓	▨	✓	▨	**10**	Talking calculators, provided the student is tested individually or with the use of headphones
							Response Accommodations
✓	▨	✓	▨	✓	▨	**11**	Responses marked directly in test booklet or on large-print answer document, also includes oral, sign language, Braille, and recorded responses to test items (answers must be transcribed to a scorable answer document by scribe)
✓	▨	✓	▨	✓	▨	**12**	Large-diameter pencil, pencil grip, special pencil or pen
▨	✓	▨	✓	▨	✓	**13**	Use of dictionaries, word lists, glossaries
✓	✓	✓	✓	✓	✓	**14**	Visual organizers (i.e. templates, masks, markers, graph paper, rulers)
							Setting, Timing, and Scheduling Accommodations
✓	✓	✓	✓	✓	✓	**15**	Environmental modifications (i.e. special lighting, adaptive or special furniture, location with minimal distractions, noise buffers, carrels, special seating)
✓	✓	✓	✓	✓	✓	**16**	Small-group administration
✓	✓	✓	✓	✓	✓	**17**	Individual administration
✓	▨	✓	▨	✓	▨	**18**	Home/Hospital Setting
✓	✓	✓	✓	✓	✓	**19**	Flexible schedules (i.e. time of day, multiple breaks, etc.)
						20	**Other (with prior approval from SD DOE)**

Assessment of Limited English Proficient Students

All identified limited English proficiency students in grades 3 through 8 and 11 must participate in the *DSTEP* assessment (Title I, Part A, Section 1111 of the *No Child Left Behind Act of 2001*). Academic assessment of eligible LEP students must be accomplished in English for those LEP students who have attended school in the United States for three or more consecutive school years. If a student has fewer than three consecutive school years in the United States, the student should take the assessment in the language and form most likely to yield accurate data. In South Dakota, students are provided accommodations, as the *DSTEP* is only provided in English.

LEP students in their first year of enrollment in school in the United States are not required to take the *DSTEP* Reading subtests if these students have participated in the annual *DELP* assessment. Participation in the *DELP* assessment will constitute participation in *DSTEP* Reading for purposes of determining AYP. Students who enroll for the first time in a school in the United States after the testing window for *DELP* annual progress has ended will meet participation requirements for reading through the completion of the LEP eligibility assessment of the LAS or the IPT.

LEP students in their first year of enrollment in a school in the United States are required to take the *DSTEP* Mathematics assessment, indicating participation for AYP determination. The results of the mathematics assessment for LEP students in their first year of enrollment in a United States school will not be included in the determination of AYP for the school, district, or state, even if the student meets the requirements of attendance for a full academic year.

It is possible for a student classified as LEP to be enrolled in a district or building that does not provide Title I services. The identified student must still be provided services that meet his or her unique individual educational needs and be included in the state's testing program. (The provision of individual educational needs does not mean that the student must be enrolled in a "special education" program. That is a separate identification and service delivery process).

Assessment Accommodations for LEP Students

Test coordinators are urged to plan ahead when involved in the accommodation of students with special needs. Since every student is different and language abilities and needs vary widely, any testing accommodation made available to one student will not necessarily be applied universally.

Prior to the administration of the *DSTEP* assessment, districts should determine each LEP student's need for special accommodations that are most likely to yield accurate and reliable information on what the student knows and can do in the subjects tested. Such determinations should be made by LEP teams comprised of teachers, counselors, and administrators with specific knowledge of the student involved on an individual basis.

Listed below are some general guidelines for LEP teams to consider in determining accommodations for individual students:

- The student's ability to comprehend and follow standard instructions delivered in English (whether oral or written) as compared to another language
- The student's ability to comprehend and appropriately respond to standard test items written in English
- The language that will best allow the student to demonstrate his or her proficiency in the skill(s) being tested
- Timing or pacing variations that may assist in English comprehension
- Responsive variations that may minimize English-language limitations
- Encoding or decoding assistance, including interpreters or translators

If it is determined that an LEP student will participate in the *DSTEP* assessment with accommodations, the team making that decision must specifically indicate the type and extent of accommodations that will be provided. A student's LEP team must consider the individual needs of the student in daily instructional settings as well as the additional needs that arise in a secure testing environment. Decisions should be documented in writing and maintained in the student's permanent file. Assessment accommodations that an LEP team might consider are: word lists/glossaries, simplified directions, small group/individual administrations, and other accommodations based on the student's needs.

Questions regarding the provision of accommodations for LEP students should be directed to **Sara Waring** at 1-605-280-7286 or sara.waring@state.sd.us.

Assessment of Students with Disabilities

The *Individuals with Disabilities Education Act of 2004* (IDEA) requires the development of policies and procedures for the inclusion of students with disabilities in statewide and districtwide assessments and, when necessary, the provision of accommodations for such students. Individualized Education Programs (IEPs) must include accommodations that are necessary in order for the student to participate in assessments. A student who is perceived to have a disability based on Section 504 of the *Rehabilitation Act of 1973* (Section 504) must also be afforded accommodations if those accommodations are part of the services provided in the student's Section 504 Plan.

Decisions about whether a student participates in the *DSTEP* assessment under the standardized conditions or participates with standard accommodations must be made on an individual basis by the student's IEP or Section 504 team. These decisions are not made unilaterally; the team involved in the decision-making process must be the student's IEP or Section 504 team.

If it is determined that a student with a disability can participate in the *DSTEP* assessment with standard accommodations, the team making that decision must specifically indicate the type and extent of accommodations that will be provided. This information must be included in the student's IEP or addressed in the student's Section 504 Plan. The parent/guardian of the student must be made aware of the decision during the development of the student's IEP or Section 504 Plan.

If it is determined that a student with a disability cannot participate in the *DSTEP* assessment with standard accommodations and the student meets the significant cognitive disability criteria, the student must be assessed utilizing the *DSTEP-A* (Alternate Assessment). The IEP team must document their decision in the student's IEP.

Detailed information regarding accommodations can be found in the South Dakota Accommodations Manual found at: http://doe.sd.gov/oess/specialed/forms/pdf/SDAccommodationsManual.pdf.

Questions regarding the provision of accommodations should be directed to **Beth Gordon** at 1-605-773-4698 or elizabeth.gordon@state.sd.us.

Assessment Accommodations for Students with Disabilities

When selecting accommodations for state assessments, it is important to look at state policies and procedures to determine whether use of an accommodation results in consequences on a state test (e.g., lowering or not counting a student's score). Assessment accommodations that result in adverse consequences are commonly referred to as modifications, adaptations, alterations, and nonstandard or non-approved accommodations (Thurlow & Wiener, 2000). Accommodations do not reduce learning expectations; they provide access. However, modifications or alterations refer to practices that change, lower, or reduce learning expectations. Providing a student with a modification during a state accountability assessment may constitute a test irregularity and may result in an investigation into the school or district's testing practices.

Ensure that students have ample time to learn to use instructional and assessment accommodations before the *DSTEP* administration. Accommodations should be in place at least 5 weeks prior to test administration.

Accommodations are commonly categorized in four ways: presentation, response, setting, and timing and scheduling.

Presentation accommodations

Presentation accommodations allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.

- **Braille and large-print (18-point text)** versions of the *DSTEP* test booklets and enlarged answer documents are available for students who are visually impaired. Test materials will be sent separately to proctors administering Braille and/or large-print versions of the test based on district orders provided to the South Dakota Department of Education in **December 2007**. If further needs for such accommodations are identified, requests for Braille and large-print test versions should be communicated to **Beth Gordon** at 1-605-773-4698 or elizabeth.gordon@state.sd.us.
- **Sign-language interpreters** may assist in test administration by giving directions and clarifying information as provided in the DFA. Students who are deaf or hearing impaired may have the *DSTEP* administered individually.
- **Talking calculators** may be used as long as the student is tested individually or with the use of headphones.

- **Readers may only be provided when identified on a student's IEP or Section 504 Plan** to allow students with disabilities the opportunity to demonstrate their aptitude and achievement in testing situations rather than reflecting their impairment. For example, allowing a student with dyslexia to have word problems read to him or her during the mathematics subtest is an appropriate accommodation for this student because math skills, not reading, are being assessed. However, reading the Reading Comprehension test passages to this same student would be an inappropriate accommodation. Reading the *Reading Comprehension* **test passages** aloud creates a listening comprehension test and **is not permitted**. Reading the *Reading Comprehension* **test questions** aloud to the student **is permissible**.

Test coordinators should ensure that proctors, teachers/aides, and anyone who participates in the administration of the *DSTEP* assessment each signs a *Test Security Agreement/Affidavit*. This includes staff and aides involved with assessment accommodations for students with disabilities.

Guidelines That Apply to Readers

Qualifications

- Readers should be able to read clearly and at a normal pace, with good English pronunciation.
- Readers should be familiar with the vocabulary used in the test.
- Readers should be willing to be patient and repeat directions and questions.
- If the reader is also the scribe, qualifications for both roles are required.

Before Test Administration

- Readers must ensure that all students understand what is expected of them when readers read test directions aloud. Students must have an opportunity to ask questions and understand how to mark their answers before they begin taking the test.
- Become familiar with the terminology used in the test.
- Review guidelines in reading mathematical expressions and numbers (e.g., "2,349" should be read "two-comma-three-four-nine").
- Administrators should make sure the reader is given ample access to water.

During Test Administration

- Do not alert the student of mistakes during testing.
- Do not prompt the student in any way that would result in a better response.
- Do not influence the student's response in any way.
- Do not paraphrase, clarify, elaborate or provide assistance.
- Do read all words that appear on the page.

- Do read all directions, including sample questions.
- If asked to repeat a question, repeat the entire question so as not to identify only important aspects.
- Administration can be recorded to ensure validity or for playback when students want questions repeated.
- Do emphasize words printed in boldface, italics, or capital letters.
- Do spell any words requested by the test taker.
- Always read all answer choices before accepting an answer.
- Avoid voice inflection that may be interpreted as a clue.

After Test Administration

- Do not discuss test items or responses with others.

Guidelines that Apply to Sign-Language Interpreters

Qualifications

- A student's teacher **should not** be the interpreter in a testing situation unless a second person is present to monitor for quality and fairness.
- Sign-language interpreters should be able to translate in the same method of sign language typically used by the student.
- A standard video presentation of the test in sign language is recommended to increase accuracy, consistency, pacing, and quality.
- If the sign-language interpreter is also the scribe, qualifications for both roles are required.

Before Test Administration

- Interpreter services need to be arranged prior to the test day.
- Under secure conditions supervised by the principal, sign-language interpreters may review test materials prior to test administration in order to become familiar with the test instructions, the terminology used in the test, and to prepare accurate interpretations of test materials.
- The room in which sign-language interpreters sign the test must be well lit.
- One sign-language interpreter should be assigned to each student for the entire assessment.
- The student and sign-language interpreter should each have a copy of the test and should practice signing and reading before the test.

- Ensure that the *Reading Comprehension* passages are not signed, which would invalidate the score.
- Discussions with interpreters and test proctors should occur with the student present.

During Test Administration

- Do not alert the student of mistakes during testing.
- Do not prompt or attempt to influence the student's response in any way.
- Do not define words for students, provide context, or teach vocabulary or concepts during testing.
- Allow the student to take notes.
- Administration may be videotaped to ensure validity or for playback when students want questions repeated.
- Graphic materials may be described but should be available in print or tactile format.
- The interpreter may not paraphrase, clarify, elaborate, or provide assistance.

After Test Administration

- Do not discuss test items or responses with others.

Response accommodations

Response accommodations allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.

- **Transcription of Student Responses**
  This accommodation is available for students who are unable to mark their answers on the regular-print *DSTEP* answer documents.
  - School personnel must grid students' verbal responses to multiple-choice items on the regular-print *DSTEP* answer documents.
  - School personnel must transcribe students' responses marked in the test booklets and/or on the large-print answer documents to the regular-print *DSTEP* answer documents.

Guidelines that Apply to Scribes

Qualifications

- Scribes should have demonstrated experience in scribing.
- If the scribe is also the reader, qualifications for both roles are required.

Before Test Administration

- Practice the art of transcribing dictated responses.
- For an accuracy check, scribes may record the session on audiotape or videotape for playback.

During Test Administration

- The student should read questions to himself/herself (unless “read aloud” is an accommodation).
- The student may respond orally, mark answer choices in the test booklet, point to answer choices in the test booklet, utilize cards labeled “a, b, c, d,” etc.
- Scribes may not question or correct student choices.
- Scribes should not coach a student on the meaning or spelling of a word.

After Test Administration

- Final transcription of a student’s responses to the scorable answer document should be checked against recording and/or verified with a proctor.
- The tape should be given to the proper administrator following recorded sessions.
- The student’s scores should be cancelled if scribing is inappropriately performed.
- Do not discuss test items or responses with others.
- Participate in the evaluation process.

Setting accommodations

Setting accommodations change the location in which a test or assignment is given or the conditions of the assessment setting.

- **Test Individually**
  Students may be tested individually, as necessary, for teacher supervision and support and/or for the provision of other accommodations. If it is likely that a student will be easily distracted or disruptive during the test administration, it would be appropriate to test that student individually. If a student becomes disruptive unexpectedly during testing, it is permissible to remove the student from the test setting so that other students may proceed with the test undisturbed. The disruptive student should be calmed down and the test continued separately whenever possible.
- **Home/Hospital**
  If a student on an IEP or 504 Plan is unable to participate in the assessment at the school, it is acceptable to send school personnel to the student to administer the test.

- **Environmental Modifications**
  Students should be tested using the adaptive or special furniture that they normally use in the course of daily instruction (e.g., special tables, chairs, slant boards). Students may be tested using special lighting, amplification, or noise-buffering devices as necessary as employed for classroom instruction and as outlined in their IEPs.

Timing and scheduling accommodations

Timing and scheduling accommodations increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.

- **Time of day most beneficial to students**
  Some students with health problems and/or medication schedules benefit by being tested at particular times of the day (e.g., first thing in the morning, immediately following medication). It is permissible to test at a time that is most beneficial to the student.
- **Frequent breaks within a subtest**
  If factors such as mental and/or physical fatigue or disruptive behavior present a problem, it is acceptable to plan breaks within one sitting of the test administration or to spread out test activities over several sittings. Care should be taken, however, to ensure that students do not have an opportunity to share and/or compare test information during breaks that are provided.

Administering the *DSTEP* Large-Print Version

Large-print versions of the *DSTEP* test materials are available for visually impaired students whose IEPs call for such test materials. The large-print test booklets are enlargements of the regular-print test booklets that are produced in black and white. No changes have been made to the items or to the number of items. However, when necessary for clarity and readability, the art has been adapted or revised.

Reports resulting from the administration of the large-print versions will be identical to all other South Dakota School Testing Program reports.

The large-print versions of the test will be sent to each district that requested large-print test materials. For each large-print test ordered, the district must have on file a copy of each student's IEP or 504 Plan that indicates visual accommodations.

The large-print test booklets are assigned a security number for inventory purposes. Like all other test forms, the large-print versions must be kept secure in a locked area when not in use. Proctors must sign the *Test Security Agreement/Affidavit* and return it to the test coordinator prior to testing. The test coordinator should assign the appropriate large-print test booklets to each building. The shipment will include one copy of procedures for each large-print test. If the correct number of large-print tests is not received, contact the **Harcourt Customer Support Center** at 1-800-763-2306.

Students testing with the large-print versions should have sufficient work space to accommodate an open 14″ X 18″ test book and/or answer document. Special consideration should also be given to lighting conditions for low-vision students.

In most cases, a student's sight/vision disability precludes his/her ability to use a regular-print answer document. The proctors and the student should determine the best method for the student to record responses to the test items.

- A student may mark directly on the large-print test booklet or large-print answer document with a pencil, pen, crayon, or respond in typewriting. After testing is complete, the proctor **must** transcribe the student's responses to a regular-print *DSTEP* answer document.
- If a student is tested individually, he or she can respond orally to the proctor, who should mark the student's responses on a regular-print *DSTEP* answer document as the test is administered.

Proctors must ensure that the student classification and accommodation(s) provided are accurately marked on the regular-print *DSTEP* answer document.

Administering the *DSTEP* Braille Version

Braille versions of the *DSTEP* test materials are available for students whose IEPs call for such materials. Items that cannot be Brailled without modifications have been identified and either eliminated due to practical necessity or revised in order to make translation possible. Raw score to scaled-score conversions have been developed ONLY for the tests in which some of the original items were deleted. The scaled scores for the remaining tests are determined using the same tables that are used for regular scoring.

The Braille versions of the *DSTEP* assessment will be sent to each district that requested Braille testing materials during the state collection of enrollments in December of 2007. For each Braille test ordered, the district must have on file a copy of each student's IEP or 504 Plan that indicates visual accommodations.

All volumes of each Braille test are packaged together and assigned a security number for inventory purposes. Like all other test forms, the Braille versions must be kept secure in a locked area when not in use. Proctors must sign a *Test Security Agreement/Affidavit* and return it to the test coordinator prior to testing. The test coordinator should assign the appropriate Braille test booklets to each building. The shipment of test materials will include one copy of procedures for each Braille test. If the correct number of Braille tests is not received or if there is a problem with the security number assignments, contact the **Harcourt Customer Support Center** at 1-800-763-2306.

Before beginning each subtest, proctors should provide students with all materials and equipment needed for testing (e.g., low-vision aids, slate and stylus, Cranmer modified abacus, Braille writers/typewriters). The proctor should have available Braille paper, typing paper, pens, pencils, crayons, and placeholders.

In most situations, a student's sight/vision disability precludes the ability to use a regular-print answer document. In such cases, the proctor and the student should determine the best method for the student to record responses to the test items.

- A student may mark directly on the Braille book with a pencil, pen, or crayon. The student may respond in handwriting, typewriting, or Braille. When the student completes the test, his or her answers **must** be transcribed to a regular-print *DSTEP* answer document. The proctor must ensure that the transcribed responses are in direct correlation to the question being answered.
- A student may be tested individually in a setting where an oral response can be given to the proctor. In such cases, the proctor will mark the student's responses directly on a regular-print *DSTEP* answer document.

NOTE: The response to each question must be marked on the corresponding answer grid of a regular-print *DSTEP* answer document. The answer grids for items omitted from the Braille version should remain blank.

Proctors must ensure that the student classification and accommodation(s) provided are accurately marked on the regular-print *DSTEP* answer document.

Braille and Large-Print *DSTEP* Test Materials

The Braille and large-print test materials must be returned to the test coordinator separately from the regular test materials after testing is complete. The test coordinator should check the inside of each Braille and large-print test booklet to ensure that the regular-print, scorable answer document has been removed. The scorable, regular-print answer documents transcribed for students testing with the Braille or large-print versions of the *DSTEP* test materials should be placed on top of the stack of scorable, regular-print answer documents (by classroom or grade) and included in the NUMBER OF DOCUMENTS section of the SSID sheet.

BRAILLE AND LARGE-PRINT TEST MATERIALS

ALL Braille test booklets, large-print test booklets, and large-print answer documents should be returned to

Yardley Poché, Program Administrator
c/o Harcourt Assessment
19500 Bulverde Road
San Antonio, TX 78259

Distribute Assessment Materials to Proctors

Test coordinators are to maintain an accurate record of assessment materials distributed to each proctor. Emphasize the importance of maintaining test security throughout the administration as well as following the instructions provided in this TCH and the DFA. Distribute the SSID sheets and paper bands to test coordinators and/or proctors for use in organizing and returning completed response booklets.

Activities During Administration

Monitor the assessments conducted in your school(s). Ensure that the guidelines and procedures described in this *Test Coordinator's Handbook* and the *DSTEP* DFA are adhered to, and be available to answer questions and resolve problems. Utilize the *Test Irregularity Form* found in the back of this document and on the SDDOE website at http://doe.sd.gov/octa/assessment/dakSTEP/docs/TestIrregularityForm(2.6.06).doc to document and resolve any test security issues with the South Dakota Department of Education.

Activities After Administration

Collect Assessment Materials

Collect all scorable student answer documents and all assessment materials from test coordinators and/or proctors. Separate the scorable answer documents from the non-scorable assessment materials and continue with the verification and organization process of the scorable documents.

Organize Student Answer Documents

Organize the scorable documents by building. As you organize the student answer documents, ensure that:

- The students' responses have been made with black, soft-lead (No. 2) pencils. Light marks and marks made with colored pencils, ink, or felt-tipped pens cannot be properly scored; thus, these should be marked over with a black, soft-lead (No. 2) pencil.
- The answer documents are verified for completeness and accuracy of student identification information, especially if Pre-ID labels are not used and information is completed by proctors or students.
- The student information that is written above the circles in each box of the answer document is accurately gridded below the information.
- The Student Number section is completed and fully gridded on every answer document without a Pre-ID label.
- Completed scorable answer documents have been received from ALL proctors and/or test coordinators.

Verify and/or Complete the Scoring Service Identification (SSID) Sheets

Scoring Service Identification (SSID) sheets are scanned documents used to verify the number of answer documents to be scored. Pre-filled SSID sheets as well as blank SSID sheets will be provided for the *DSTEP* assessment. Corrections to pre-filled or hand-entered information are not permissible; complete a new (blank) SSID sheet with accurate information to prevent scoring delays.

The information on the following page must be completed on SSID sheets:

SIDE 1

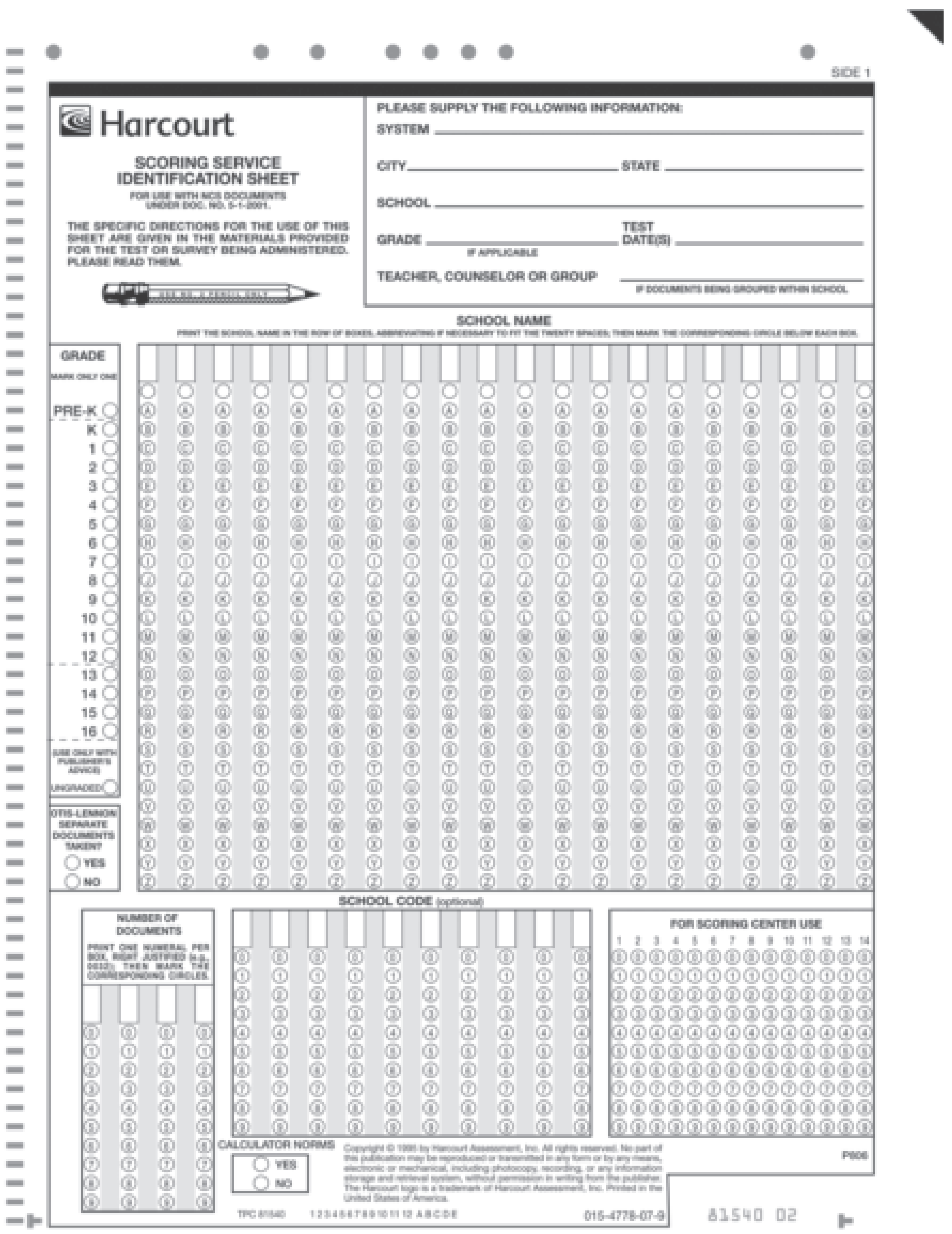
(A) GRADE	Print the grade
(B) TEACHER, COUNSELOR OR GROUP	Print the name of the Teacher (grades 3, 4, & 5).
(C) GRADE	Fill in the circle for the grade.
(D) NUMBER OF DOCUMENTS	Fill in the total number of answer documents for the particular group (class for grades 3–5 and building for grades 6–8 & 11). Number must be right-justified; enter leading zeros.
(E) SCORING CENTER USE	HOME SCHOOLS ONLY Grid “8” in columns 1, 2, and 3.
(F) SCORING CENTER USE	ALL OTHER NON-ACCREDITED Grid “9” in columns 1, 2, and 3.

SIDE 2: (Optional)

(G) IF YOU ARE USING THIS SIDE, PLEASE MARK THIS CIRCLE	Fill in this circle.
(H) TEACHER, COUNSELOR, OR GROUP NAME	Print the name in the boxes then fill in circles under each letter.

The following pages include a sample SSID sheet.

Sample SSID Sheet (Side 1)



SIDE 1

Harcourt

SCORING SERVICE
IDENTIFICATION SHEET

FOR USE WITH NCS DOCUMENTS
UNDER DOC. NO. 5-1-2001.

THE SPECIFIC DIRECTIONS FOR THE USE OF THIS SHEET ARE GIVEN IN THE MATERIALS PROVIDED FOR THE TEST OR SURVEY BEING ADMINISTERED. PLEASE READ THEM.

USE NO. 2 PENCIL ONLY

PLEASE SUPPLY THE FOLLOWING INFORMATION:

SYSTEM ____________________

CITY ____________________ STATE ____________________

SCHOOL ____________________

GRADE ____________________ TEST DATE(S) ____________________
IF APPLICABLE

TEACHER, COUNSELOR OR GROUP ____________________
IF DOCUMENTS BEING GROUPED WITHIN SCHOOL

SCHOOL NAME

PRINT THE SCHOOL NAME IN THE ROW OF BOXES, ABBREVIATING IF NECESSARY TO FIT THE TWENTY SPACES; THEN MARK THE CORRESPONDING CIRCLE BELOW EACH BOX.

GRADE
MARK ONLY ONE

PRE-K ○
K ○
1 ○
2 ○
3 ○
4 ○
5 ○
6 ○
7 ○
8 ○
9 ○
10 ○
11 ○
12 ○
13 ○
14 ○
15 ○
16 ○

(USE ONLY WITH PUBLISHER'S ADVICE)

UNGRADED ○

OTIS-LENNON SEPARATE DOCUMENTS TAKEN?
○ YES
○ NO

SCHOOL CODE (optional)

NUMBER OF DOCUMENTS

PRINT ONE NUMERAL PER BOX, RIGHT JUSTIFIED (e.g., 0032); THEN MARK THE CORRESPONDING CIRCLES.

FOR SCORING CENTER USE

1 2 3 4 5 6 7 8 9 10 11 12 13 14

CALCULATOR NORMS
○ YES
○ NO

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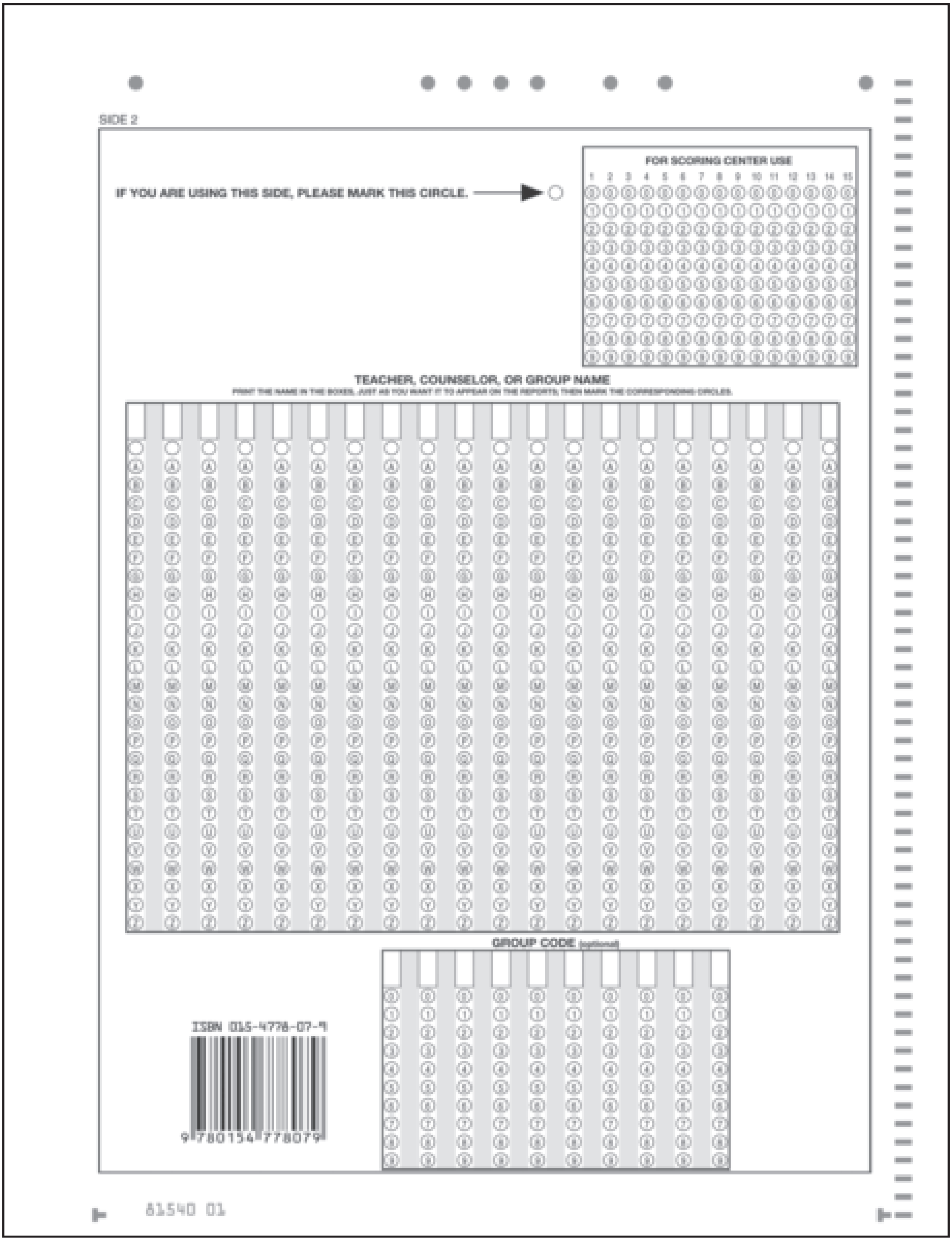
P806

TPC 81540 1 2 3 4 5 6 7 8 9 10 11 12 A B C D E 015-4778-07-9

81540 02

Sample SSID Sheet (Side 2)



SIDE 2

IF YOU ARE USING THIS SIDE, PLEASE MARK THIS CIRCLE. ○

FOR SCORING CENTER USE

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

TEACHER, COUNSELOR, OR GROUP NAME

PRINT THE NAME IN THE BOXES, JUST AS YOU WANT IT TO APPEAR ON THE REPORTS; THEN MARK THE CORRESPONDING CIRCLES.

GROUP CODE (optional)

ISBN 015-4778-07-9

9 780154 778079

81540 01

Grades 3 through 5

Proctors are to complete side 1 and side 2 of the SSID sheet with their classroom information and return students' answer documents, paper-banded together, with an SSID sheet on top.

Test coordinators are to verify that each proctor has completed an SSID sheet for each classroom and that an SSID sheet for each classroom is on top of the stack of answer documents for that classroom within the paper band. Verify that the NUMBER OF DOCUMENTS section is completed on each SSID sheet. Organize the answer documents for each classroom so that the side with the student name grid is facing up and the margin that contains the black horizontal bars is on the left. Check that different classroom groups (grades 3 through 5) are NOT paper-banded behind a single SSID sheet. Enter the total number of classroom groups for each grade and the total number of answer documents for each grade within each building on the Master File Sheet.

Grades 6 through 8 and 11

Proctors are to complete the information on the paper band and return their students' answer documents.

Test coordinators are to total the number of answer documents returned from ALL proctors by grade and complete one SSID sheet for the total number of answer documents for each grade within each building. Ensure that the NUMBER OF DOCUMENTS section is completed on the SSID sheet. Place the SSID sheet for each grade on top of the stack of answer documents within the paper band. Organize the answer documents for each grade so that the side with the student name grid is facing up and the margin that contains the black horizontal bars is on the left. Enter the total number of answer documents on the Master File Sheet.

Verify and/or complete the SSID sheets ensuring the following:

- The school name has been gridded/pre-filled correctly and is the same as it appears on the Master File Sheet.
- The appropriate grade section has been gridded.
- Each SSID sheet has the correct number of documents entered and gridded.
- All paper-banded bundles have completed information on the paper band.

Complete the Master File Sheet

Examine the Master File Sheet(s) received in your *Test Coordinator's Kit* to verify that all building names are preprinted. It is important to use the correct sheet. Do not add or change any of the preprinted information on the Master File Sheet. Contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com for a corrected Master File Sheet.

Enter the total number of grade 3, grade 4, and grade 5 classroom groups (each with its own SSID sheet) for each building under the "Number of Groups" column on the Master File Sheet. Add the total number of documents present in all groups and enter the total number of answer documents to be scored under the "Number of Documents" column on the Master File Sheet.

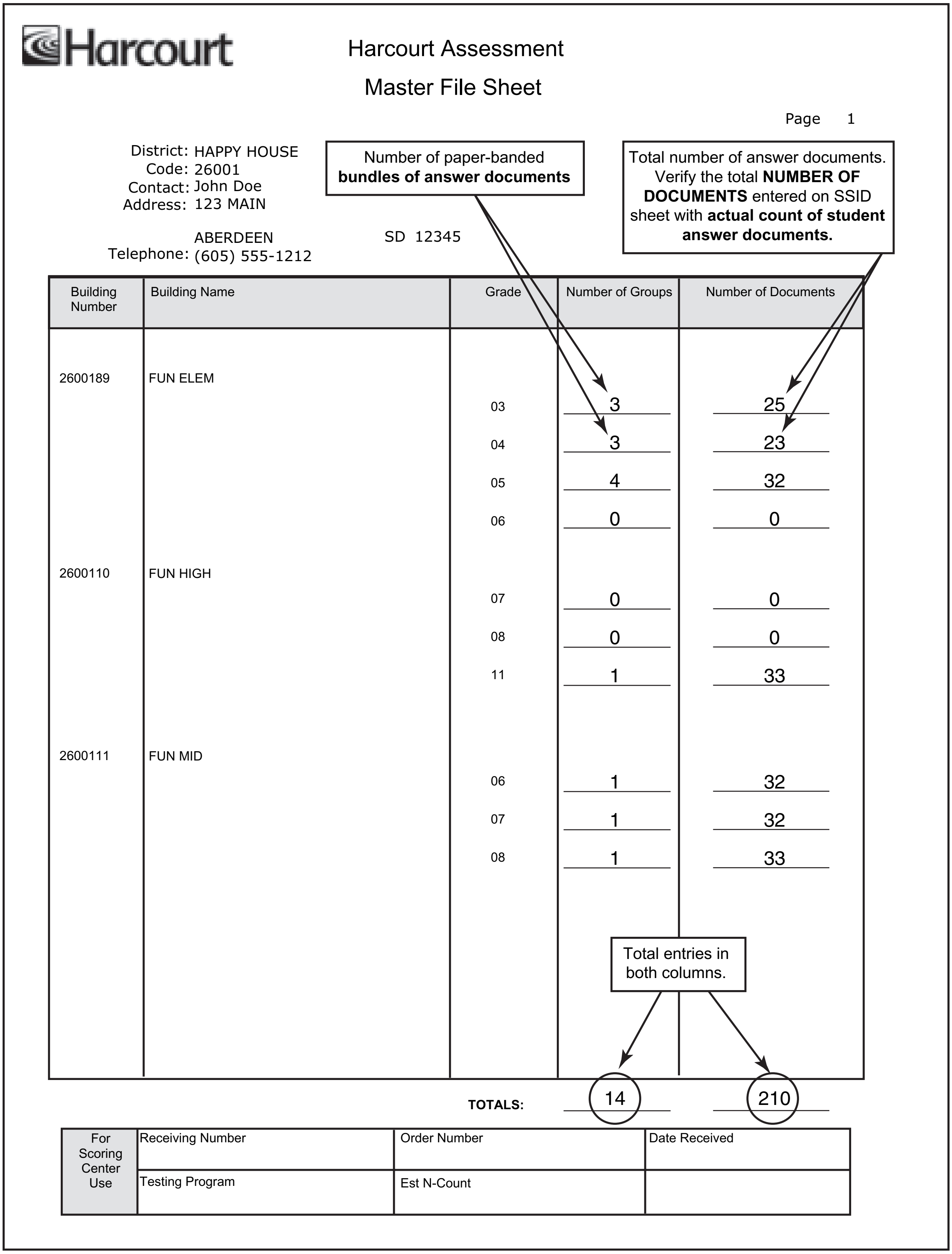
Enter the total number of grades 6–8 and 11 groups for each building using only one SSID sheet. Enter "1" for each building under the "Number of Groups" column on the Master File Sheet. Next, enter the total number of answer documents present in all paper-banded bundles for each grade under the "Number of Documents" column on the Master File Sheet.

If no students were tested in a building at a particular grade, enter "0" on that line under each column of the Master File Sheet. Enter the total number of groups and the total number of documents to be scored on the "Total" line.

Retain a copy of the completed Master File Sheet for your records.

An example of a completed Master File Sheet is provided on the following page.

Sample *DSTEP* Master File Sheet



Harcourt Assessment

Master File Sheet

Page 1

District: HAPPY HOUSE
Code: 26001
Contact: John Doe
Address: 123 MAIN

ABERDEEN SD 12345
Telephone: (605) 555-1212

Number of paper-banded **bundles of answer documents**

Total number of answer documents. Verify the total **NUMBER OF DOCUMENTS** entered on SSID sheet with **actual count of student answer documents.**

Building Number	Building Name	Grade	Number of Groups	Number of Documents
2600189	FUN ELEM			
		03	3	25
		04	3	23
		05	4	32
		06	0	0
2600110	FUN HIGH			
		07	0	0
		08	0	0
		11	1	33
2600111	FUN MID			
		06	1	32
		07	1	32
		08	1	33
		TOTALS:	14	210

Total entries in both columns.

For Scoring Center Use	Receiving Number	Order Number	Date Received
	Testing Program	Est N-Count	

Organize *DSTEP* Test Materials

SCORABLE *DSTEP* Answer Documents

Test coordinators must return ALL scorable *DSTEP* answer documents as soon as possible after testing is complete **to arrive at Harcourt Assessment NO LATER THAN April 30, 2008.** Failure to ensure your materials are returned to Harcourt Assessment by **April 30, 2008**, **may result in significant delays** of your district and state data. Please be sure you have arranged for pick-up of your DSTEP scorable materials by **April 28, 2008** to allow receipt at Harcourt Assessment by **April 30, 2008.**

Be sure to include the following documents paper-banded with SSID sheets by classroom or grade:

- completed scorable grade 3 test/response booklets, including test/response booklets transcribed for students assessed with the Braille and large-print versions
- completed scorable answer documents for grades 4 through 8 and 11, including answer documents transcribed for students assessed with the Braille and large-print versions

Scorable answer documents should be returned to Harcourt Assessment using **UPS "2nd-Day Air"** and **ORANGE "Scorable Test Materials"** labels. A Master File Sheet must be included with each shipment of scorable materials.

NOTE: Scorable answer documents must be sent as a SINGLE SHIPMENT from each district to the Harcourt Scoring Center. Do **NOT** mix SCORABLE documents with NON-SCORABLE test materials.

NON-SCORABLE *DSTEP* Test Materials

The following non-scorable test materials should be boxed and returned to Harcourt Assessment using **UPS "GroundTrak"** and **GREEN "Non-scorable"** labels:

- unused grade 3 test/response booklets
- *DSTEP* regular-print test booklets for grades 4 through 8 and 11
- *DSTEP* DFA (all grades)
- unused answer documents

ALL used/unused Braille test booklets, large-print test booklets, and large-print answer documents should be packaged in separate cartons and returned to:

Yardley Poché, Program Administrator
c/o Harcourt Assessment
19500 Bulverde Road
San Antonio, TX 78259

Return SCORABLE *DSTEP* Answer Documents

The *DSTEP* answer documents should be packed by school and grade in the order in which they are listed on the Master File Sheet—the first grade for the first school listed on the Master File Sheet should be at the top of the first box. You may find it easier to start with the last school listed on the Master File Sheet and work backwards. The Master File Sheet should be placed at the top of Box 1 of your shipment.

When packing scorable answer documents for return to Harcourt Assessment, use boxes in which the answer documents will not shift, such as the dual-purpose cartons in which you received your test materials. The dual-purpose cartons in which your test materials were shipped were designed to be used for both shipping test materials to districts and returning test materials to Harcourt Assessment. To use these cartons for returning your test materials—

1. fold down the flaps that were used to ship materials to you from Harcourt Assessment, then
2. fold down the flaps labeled "Affix Shipping Return Label Here," and then
3. tape the cartons across the words "Tape Here."

All empty space should be filled with crumpled paper. DO NOT use shredded paper or foam "peanuts," as these will damage the answer documents.

Pre-paid UPS shipping labels as well as ORANGE and GREEN Harcourt Assessment return labels are provided in your *Test Coordinator's Kit*. The UPS labels have been preprinted with the delivery address of Harcourt Assessment's Scoring Center and your district's information.

Affix the **UPS "2nd-Day Air"** label(s) and the **ORANGE "South Dakota DSTEP Statewide Assessment"** return label(s) on the box(es) of MACHINE-SCORABLE answer documents. Complete all information on the ORANGE label. If more than one carton is needed, label the cartons serially. For example, a shipment of four cartons would be labeled "Box 1 of 4," "Box 2 of 4," "Box 3 of 4," and "Box 4 of 4."

Place the ENVELOPE(S) containing SAT 10 scorable answer document from Home School and other Non-Accredited Programs in Box 1 of your shipment of *DSTEP* assessment materials.

Refer to additional information and instructions in the *Stanford Achievement Test for Home School and Non-Accredited Programs* section.

Return Non-Scorable *DSTEP* Assessment Materials

Non-scorable test materials may be shipped (packaged separately) at the same time as scorable materials or at a later date, but it must be within 2 weeks of the conclusion of testing.

The following non-scorable secure test materials must be returned to Harcourt Assessment after the administration:

- all UNUSED grade 3 *DSTEP* test booklets
- all USED and UNUSED *DSTEP* test booklets for grades 4 through 8 and 11
- all *DSTEP* DFA
- all UNUSED *DSTEP* answer documents

Unused SSID sheets may be returned to Harcourt Assessment or destroyed at the district/ school level.

Affix the **UPS "GroundTrak**" label(s) and the **GREEN "South Dakota DSTEP Statewide Assessment"** return label(s) to the box(es) of non-scorable test materials (test booklets, DFAs, etc.). Complete all information on the GREEN label. If more than one carton is needed, label the cartons serially. For example, a shipment of four cartons would be labeled "Box 1 of 4," "Box 2 of 4," "Box 3 of 4," and "Box 4 of 4."

Ship Assessment Materials to Harcourt Assessment

You are responsible for the return of ALL *DSTEP* assessment materials via UPS to:

Harcourt Assessment Scoring Center
19500 Bulverde Road
San Antonio, Texas 78259-3701

Pre-paid UPS labels are provided in your *Test Coordinator's Kit*. The labels are preprinted with the Scoring Center's delivery address and your district's information. Should you require additional return labels, please contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com.

Contact UPS at least 2 days in advance of desired pickup date:
1-800-214-0391

Contact UPS at least two days in advance to arrange for the collection of your scorable and non-scorable materials. Early shipment is encouraged. Shipments must be ready for collection on the day UPS specifies retrieval. Return trips by UPS to your school district will delay the return of your scorable materials to the Harcourt Assessment Scoring Center and result in scoring delays. (Test coordinators may ship non-scorable test materials at the same time as scorable materials or at a later date.)

Thank you for your time and effort ensuring the successful administration of the *DSTEP* assessment.

South Dakota Department of Education
REPORT OF TEST IRREGULARITY

If it is determined that an irregularity in testing has occurred, the local district is to fax this form within 24 hours of the occurrence to the South Dakota Department of Education at 605-773-3782. The form may also be emailed to Gay.Pickner@state.sd.us

District: ____

School: ____

Date: ____

Test Coordinator: ______________________________________

Phone: __________________________ Email: ______________________________________

Description of Irregularity:

Action taken to correct:

What actions will be taken to avoid this type of incident again?

Test Security Agreement/Affidavit

For District Personnel and School/Building Test Coordinators

I acknowledge that the ____ is a secure assessment and agree to the following conditions of use to ensure test security:

1. a) I will take all necessary precautions to safeguard all test materials by limiting access to persons within the school district or agency with a responsible, professional interest in the test's security.

   b) The names of all persons having access to the materials will be kept on file.

   c) No portion of the testing materials may be reproduced.

2. a) I will keep all testing materials in a secure location, except on actual testing dates, limiting access to those responsible for their security.

   b) Secure test materials, including test booklets and directions, will be delivered to examiners no sooner than the date of testing, unless logistics dictate an earlier delivery date.

   c) Test materials will be kept secure until they are actually distributed to students.

   d) In no case will students be permitted to remove test materials from the room where testing takes place.

3. I will not disclose or allow to be disclosed the contents of the testing instrument.

4. Upon completion of testing, I will return all test materials to the designated test coordinator of the school district, who will in turn return all test materials to Harcourt Assessment.

5. I will develop, distribute, and enforce disciplinary procedures for the violation of test security by district or agency staff.

6. During the test, plan for, ensure the appropriate use of, and follow appropriate procedures for students with disabilities, 504 and/or limited English proficiency as documented on their individual education plan.

Please PHOTOCOPY AND DISTRIBUTE prior to administration.

By signing my name to this document, I am assuring Harcourt Assessment and SDDOE that I and anyone having access to the test materials will abide by the *Test Security Agreement/Affidavit* conditions.

Signature: ____

Printed Name: ____

Title: ____

District/Agency: ____

Address: ____

Address: ____

City/State/ZIP: ____

Date: ____

Number of Test Booklets Issued:	Date: ____________________
	Teacher Initials: ____________________
____________________	Test Coordinator Initials: ____________________

Number of Test Booklets Returned:	Date: ____________________
	Teacher Initials: ____________________
____________________	Test Coordinator Initials: ____________________

Return this signed *Test Security Agreement/Affidavit* to your test coordinator after receiving test materials.

TEST COORDINATORS—Send all teacher/examiner *Test Security Agreements/Affidavits*

South Dakota Department of Education
ATTN: Gay Pickner
700 Governors Drive
Pierre, SD 57501

Retain copies of the teacher/examiner *Test Security Agreements/Affidavits* at the district office.

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ISBN 999-8688-60-4

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